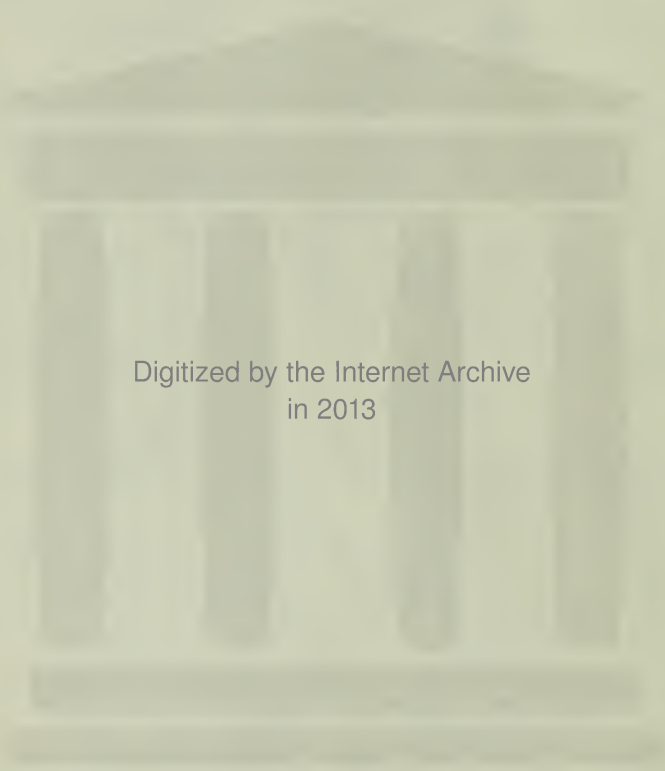


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New Mexico Normal School

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ANNUAL ANNOUNCEMENT
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1906-1907

SILVER CITY

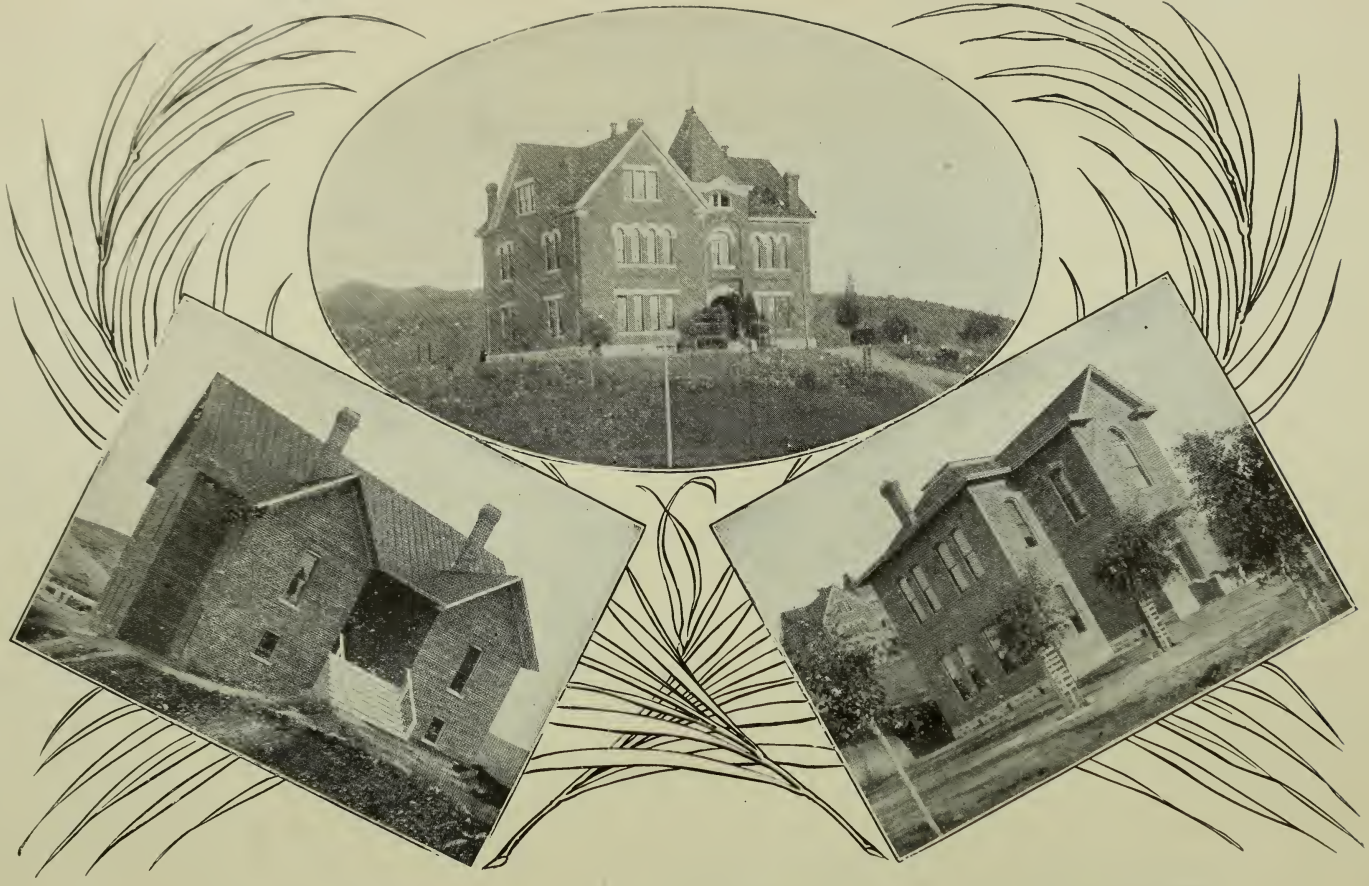
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New Mexico Normal School



ANNUAL ANNOUNCEMENT
AND CATALOGUE
1906-1907

SILVER CITY

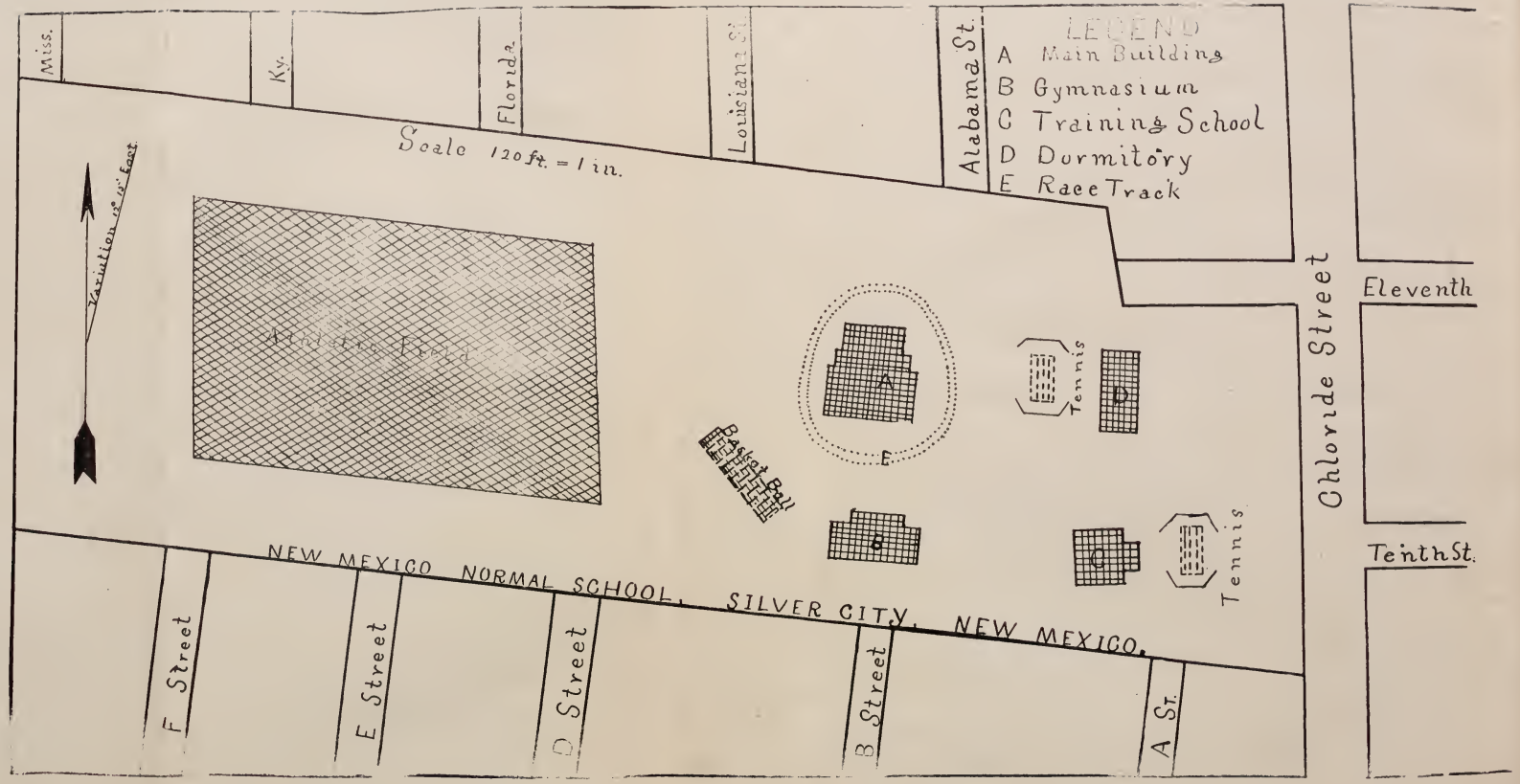


GYMNASIUM AND LABORATORIES

MAIN BUILDING

TRAINING SCHOOL

Miss.
Variation 2° 30' East
4th
St.



NORMAL CAMPUS

TWELFTH

ANNUAL ANNOUNCEMENT AND CATALOGUE

NEW MEXICO NORMAL SCHOOL

SILVER CITY, NEW MEXICO,

FOR 1906-1907



1906
THE ENTERPRISE PRINT
Silver City, N. M.

CALENDAR 1906-7

FIRST TERM---SEVENTEEN WEEKS.

Begins Monday, August 27, 1906, closes December 21, 1906.
Holiday vacation, two weeks.

SECOND TERM---TWENTY-ONE WEEKS.

Begins Monday, January 7, 1906, closes May 31, 1907.

COMMENCEMENT PROGRAM.

Field Day—Friday, May 10th.
Parliamentary Contest—Friday, May 17.
Annual Society Literary Contest—Friday, May 24.
Baccalaureate Address—Sunday, May 26.
Class Day—Monday, May 27.
Public Reception—Tuesday, May 28.
Graduating Exercises—Wednesday, May 29.
Alumni Anniversary—Wednesday, May 29.

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N463nH
1906/07-1913/14

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New Mexico Normal School

General Information

Location

SILVER CITY, Grant county, the location of the Normal School of New Mexico, is at the terminus of the branch of the Santa Fe railway system, which leaves the main line, from Albuquerque to El Paso, at Rincon. The town consists of about three thousand inhabitants, and is nestled among the hills at the foot of surrounding mountains, presenting a scene most interesting to look upon. The Mimbres river is on the east and southeast, and the Gila valley on northwest and west. The climate of this section, on account of the latitude and elevation is unexcelled. Its cool summers, mild winters, and dry, invigorating atmosphere, render it one of the most favored health resorts in America. The government, recognizing this fact, located its military and naval sanitarium at Fort Bayard, nine miles distant, where many tuberculosis patients are annually cured by climatic conditions.

History

The Normal was established by an act of the twenty-fifth legislative assembly, 1893. Soon after their appointment, the regents met, organized, and determined to open a school the following year. In pursuance of this, temporary quarters were rented, a competent corps of teachers employed, and a suitable course of instruction adopted. In the meantime, plans and specifications were drawn, accepted,and the contract let for the main building, which was dedicated two years and two months after the school's first opening. The growth of the school from the beginning until now as shown by the construction of new buildings, the multiplication of appliances, an increasing enrollment and a steady advance in proficiency, has been a source of gratification to its friends.

Equipment

Everything has been added, and is being added to facilitate instruction and training that experience has proved useful and that the school's financial condition will allow. The main building is a three story struc-

ture with basement, and consists of eight recitation rooms and an assembly hall. The Training School building was completed in 1900 and gives ample room for this department. The building containing the gymnasium, laboratories and the manual training room, was erected in 1902. The dormitory, which is large enough to accommodate seventy pupils, is now being erected, and will be ready for occupancy September next. It is to be fitted up with every modern convenience, electric light, steam heat, bathing accommodations, etc. Each department has been furnished with suitable apparatus, which is being added to as occasion demands. The library consists of more than four thousand volumes, and is classified as departmental and general reference. The collection in our museum is not confined to curios, but has been mostly made with special reference to class use. In fact, everything is done and is being done by the authorities to make study pleasant and most profitable.

Expenses

The expenses of attending the Normal are quite reasonable. Board and room in private families varies from eighteen to twenty-five dollars a month. Furnished rooms may be rented at a very low rate, and there are many opportunities for young ladies to earn their own way by doing house work night and morning. The lowest possible rate, consistent with good living, will be made for those who desire accommodations at the dormitory. This is not a money-making enterprise, but an attempt to reduce living expenses of students to actual cost.

A small tuition of five dollars a term is charged those who are enrolled in the Normal proper. Training school pupils, paying in advance, are charged four dollars per term—otherwise five dollars. Those who take typewriting and stenography in the commercial department are charged two dollars per term for the former, and three dollars per month for the latter. This gives students the use of a typewriter one hour each day, and forty minutes recitation in shorthand. The full shorthand course is limited to fifteen dollars. Chemistry students pay three and one-half dollars for chemicals used and extra for breakage.

Conditions for Admission

The following evidences of scholarship will admit persons into the Normal department:

(1) The possession of a teacher's certificate, known to be regularly issued by a competent board of examiners.

(2) Holding a diploma from a high school, college, etc., of known repute.

(3) A recommendation from a competent school superintendent.

(4) Having once attended the Normal.

(5) Sufficient evidence of the applicant's knowledge of the so-called common branches, by examination or otherwise.

Students may enter at any time and find studies to suit them, but those who think of taking a regular course are advised to enter at the beginning of a term and pursue the course as planned on another page.

Training School

Connected with the Normal, under its sole control, is the practice school, in which is represented a kindergarten and all the grades, giving an opportunity for pupils of any grade of proficiency to be classified. Only ten are admitted to each grade, thus allowing a great deal of individual work to be done. Preference, however, is given to those who have once been enrolled and non-resident pupils. The teacher in charge of each room is an expert, being especially proficient in the particular work assigned her. A small tuition is charged, as stated above; but all books, supplies and manual training material are furnished free.

Societies

One of the leading features of the Normal is its literary societies—the Literati and the Lyceum. A membership in one of these organizations is not obligatory upon pupils but those who regularly serve on society programs are excused from school rhetoricals. This requirement, however, practically results in all pupils becoming members of one society or the other. All their work is under the supervision of the faculty, not in name, but in actual practice. In drafting programs, planning amusements, and in preparing for social functions of all kinds, the principal personally assists or directs his teachers in doing so. Members of the faculty attend the meetings of the societies and do all in their power to make the societies a success. During commencement week the society contests in athletics, parliamentary drill, oration, essay and debate are sources of much interest.

Lectures and Entertainments

At the period known as the General Exercises of the school, various lectures and entertainments are given. These usually are productions from the seniors, faculty, and the leading men of the community, and foreign talent. The formal theses and orations of the seniors are given at this time, while members of the faculty usually choose themes from their own departments. Once a month the Training school occupies the time with rhetor-

icals. But entertainments of a more formal character are held in the evenings at the Normal hall, or at a hall, down town.

Spirit

The discipline of the school is carried forward with no apparent friction because each student is treated as a lady or a gentleman and placed upon his or her honor for good behavior. Of course, all disposition to rowdyism is instantly checked, and pupils soon come to realize that it pays to be governed by the rules that govern good society. Thus in the end, pupils come to govern themselves, that they may better serve themselves and others. Every effort is made to awaken the spirit of research and self reliance among the pupils. The investigating student has placed at his command abundant resources and references, and is then stimulated to discuss the topic at hand, with the greatest possible freedom. In each branch, and in presenting each topic of each branch, elementary principles are reached and set forth in the simplest form. No matter in what stage of advancement the pupil is found, his experience is reached and his progress secured. This instruction becomes adapted to each individual's want and need. By so doing we aim not only to become normal in methods, but in the spirit and character of the work done.

Moral Influences

The person who attends the Normal is brought under many good influences. The Catholics, Episcopalians, the Methodists, the Presbyterians and the Baptists, each have organizations in Silver City. There are four Sabbath schools and four young people's organizations connected with these denominations. Each member of the faculty personally interests himself or herself in the success of these moral forces in the community, thereby supplementing the ethics of the school. School ethics receive a great deal of emphasis both directly and indirectly. Systematic instruction is given, and every incident of the school is turned to moral account, either for some individual or the school as a whole. Thus we seek to make the school like life, with the element of instruction and personal example added. Parents and young people who are in search of a school that aims to give an all-round education, will do well to consult these features of the Normal.



Course of Instruction

Departments

The work of the Normal may be classified in three departments—the professional, the academic, and the business department. While these are co-ordinated whenever possible in the actual work of the school, they are nevertheless, distinct departments of instruction. The school year is divided into two terms of twenty weeks each, and during this time the whole course of instruction is given. It is true that especial emphasis is thrown upon the school's professional department, but for this reason it excels in methods of presentation and in the academic and business departments as well.

Professional Course

This department aims to fit the student for the teaching profession and gives him a choice of two courses—the English and the English-Spanish The English course consists of four years' work, as outlined on the following pages. The English-Spanish comprises the same studies as the English course, except the substitution of Spanish.

Academic Course

This department of the school aims at general culture and to give the student a thorough knowledge of all those branches included in the term "secondary education." Candidates for graduation from this department are fitted to enter upon a course of "higher education." Special arrangements have been made with a number of universities of the country, whereby our graduates may enter without examination. By applying the principle of substitution, we give two years of Spanish or two years of Latin, as the student may elect.

PostGraduate Course

The professional course may be supplemented by one year's work, designated as follows, the numbers in parentheses referring to the weeks the study is to be pursued: 1. Educational principles, methods and practice teaching (40), 2. Manual training, with special reference to teaching it (40), 3. Advanced English and elocution (40), 4. Natural sciences (20), 5. Mathematics (20), 6. One language (20). Students will be allowed to select four of these studies. Any other arrangement must be made by

special dispensation. Those desiring a kindergarten diploma must do the work for this special course, as outlined on another page. An academic student may take post graduate work also, confining himself as a rule to the academic studies herein named.

Business Course

The course of instruction offered students in this department is substantially the same as that given by the business colleges of the country. The Normal has a first-class teacher in the specialties known as typewriting and stenography. The course of study in this department, in addition to three years of academic work, consists of book-keeping, penmanship, commercial arithmetic, commercial law, typewriting, stenography, business correspondence, forms, phrases, and terms. Special drills upon writing bills, receipts, notes, mortgages, etc., are given the student. Particular emphasis is placed upon the use of good English in letter corespondence. One important feature of this course consists of a series of lectures delivered to the students by business and professional men of Silver City. By such methods as these we hope to combine the practical phase of business education with the theoretical.

Diplomas

The thirty sixth legislative assembly passed a law authorizing the Territorial Board of Education to honor the Normal school dipomas. Those who take the full professional course may be granted a five year certificate subject to renewal for an indefinite length of time. This practically makes the Normal professional diploma a life certificate to teach in the Territory. But this diploma will not be granted to any one, no matter what their academic or professional qualifications may be, without one full year's resident work at the Normal school. Diplomas are issued on the completion of each course, the student being allowed to complete it at any time. However, with the exception of the business department, he must have been a member of the school for one year at least, and be present and take part in the annual commencement exercises. The degree of Bachelor of Pedagogy (Pe. B.) will be conferred upon the following conditions: 1. The candidate must have had three years of successful teaching experience. 2. The post graduate course must have been completed. 3. A theses of not less than two thousand words written and approved.

Professional Course

First Year

FIRST TERM

Algebra* (20)
English (10)
Physiography and Chalk Modeling (30)
American History (20)
English and composition (10)
Orthography (10)

SECOND TERM

Algebra (20)
English (20)
American History (10)
Commercial Geography (10)
Civics (10)

Second Year

FIRST TERM

Advanced Arithmetic (20)
Book Keeping (20)
Composition and Literature (20)
Biology (20)

SECOND TERM

Advanced Arithmetic and Methods of Teaching It (20)
Rhetoric and Literature (20)
Biology (20)
Vocal Music (30)

Third Year

FIRST TERM

Advanced Algebra (20)
Rhetoric and Literature (20)
General History (20)
Biology (20)
Observation and Practice (20)
Educational Theses and Debating

SECOND TERM

Plane Geometry (20)
General History and Methods of Teaching History (20)
Methods of Teaching Grammar and Literature (20)
Physics (20)
Observation and Practice (20)
Educational Theses and Debating

Fourth Year

FIRST TERM

Plane Geometry (20)
English Literature (20)
Psychology (20)
History of Education and School Systems (20)
Observation and Practice (20)

SECOND TERM

Child Study and Genetic Psychology (20)
Methodology (20)
Drawing (10)
School Economy (10)
Social Economics (20)

Educational Theses and Debating

Observation and Practice (20)
Educational Theses and Debating

*Figures denote the number of weeks that the branch is studied.

Five points are given for theses and debating and two points for gymnasium work.

Academic Course

First Year

FIRST TERM

Algebra (20)
American History (20)
Grammar (10)
Physiography and Chalk Modeling (30)
Orthography (10)
English and Composition (10)

SECOND TERM

Algebra (20)
American History (10)
Civics (10)
Commercial Geography (10)
Literature and Composition (20)

Second Year

FIRST TERM

Commercial Arithmetic (20)
Book-keeping (20)
Composition and Literature (20)
Biology (20)

SECOND TERM

Commercial Arithmetic (20)
Rhetoric (20)
Commercial Law (20)
Biology (20)
Music (10)

Third Year

FIRST TERM

Advanced Algebra (20)
Elocution (20)
General History, or Spanish, or Latin (20)
Biology (20)
Theses and Debating

SECOND TERM

Plane Geometry (20)
English (20)
General History, or Spanish or Latin (20)
Physics (20)
Theses and Dabating

Fourth Year

FIRST TERM

Plane Geometry (20)
English (20)

SECOND TERM

Trigonometry (10)
Solid Geometry (10)



DORMITORY
Ready for occupancy August 27

Spanish or Latin (20)
Chemistry or Psychology (20)
Orations and Debating

Social Economics (20)
Spanish or Latin (20)
Geology (20)
Orations and Debating

Five points are given for theses and five for debating and two for gymnasium work.

Kindergarten Course—One Year

FIRST TERM

Philosophy of Kindergarten
Froebel's Gifts
Froebel's Occupations

Froebel's Mother Play
Kindergarten Games
Programmes

SECOND TERM

Singing
Relation of Kindergarten to the Home and Public School
Handwork

Observation and Practice
Literature and Art in the Kindergarten

Persons who have completed the Professional Normal Course are eligible to this course, but persons who have completed the academic course in the Normal, or have taken an acceptable High School course or its equivalent, are required to take the fourth year studies, except geometry and English literature of the regular professional course, before taking this course.

Professional Course for High School Graduates

First Year

FIRST TERM

English (20)
School Management (20)
Arithmetic (20)
History of Education and School Systems (20)

SECOND TERM

Advanced Rhetoric (20)
Special Methods (20)
Arithmetic (20
Advanced Biology (20)
Observation and Practice (20)

Observation and Practice (20)
Educational Theses and Debating

Educational Theses and Debating.

Second Year

FIRST TERM	SECOND TERM
Special Methods (20)	Special Methods (10)
Genetic Psychology (20)	General Pedagogy (20)
Public Speaking (20)	General Method (10)
	Sociology (20)
Practice Teaching (20)	Practice Teaching (20)
Educational Theses and Debating	Educational Theses and Debating

Elementary Courses

Upon the recommendation of the Territorial Board of Education these elementary courses are offered. The course in section one aims to prepare persons for the reception of a third grade county certificate; section two for second grade county certificate; section three for first grade county certificate. Though the branches in the first section are repeated in the second and those of the second in the third, the courses are different. The second requires a more thorough and extended knowledge of these subjects than the first, and the third a more thorough and extended knowledge of them than the second. These courses thus serve two purposes, (1) They lead up to the full professional course. (2) Those who wish to teach before graduation will have an opportunity to do so.

SECTION 1. This course includes Reading Arithmetic, English Grammar and Composition, Geography, Penmanship and Orthography.

SEC. 2. This course includes the same branches as the preceding one, adding United States History and an elementary course in the Art of Teaching and School Management.

SEC. 3. This course includes the same studies as the second, adding Physiology, Civil Government, Psychology, Theory of Teaching and Actual Practice in Teaching, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics and Elementary Book Keeping.

Articulation

The Normal, with the exception of the post graduate course and the training department, attempts to confine its efforts to secondary education. Elementary schools desiring to articulate with it should complete, in a satisfactory manner, what is generally accepted as eighth grade work. In order that pupils may not be conditioned on their entrance, this work must cover the following grounds:

I. *English*—Reed & Kellog's Higher Lessons in English through analysis and modifications of the parts of speech; Reed's Word Lessons, including the drills on word lists, a study of synonyms and word analysis; composition exercises, which will give the pupil ability to write good English; the study of five American classics: Snow Bound, Legend of Sleepy Hollow, Vision of Sir Launfal, Evangeline, The Great Stone Face; or their equivalents.

II. *Arithmetic*—White's Practical or Wentworth's Practical, completed.

III. *History and Civics*—The first book of the adopted two book series on these two subjects, completed. Two lessons per week in civics.

IV. *Geography*—Barnes' or Redway's second book completed, reviewed and supplemented.

V. *Nature Studies*—A study of animals and plants suited to this stage of work The adopted elementary physiology studied and completed. Experiments in physics preparatory to the study of physiography and physics must include those showing the pressure, weight, and behavior of the air, sea and fresh water as agencies, gravity, simple mechanics, effect of heat, nature of sound, light, electricity, etc. Two lessons per week during a nine months' term ought to cover the ground sufficiently thorough in these subjects.

Grades and Classification

No particular emphasis is placed upon set grades in the school. We recognize that the students, being conscious of reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for the effort made, we have adopted the plan of grades and credits.

Grade	40 Weeks	30 Weeks	20 Weeks	10 Weeks
85 to 100	10	7½	5	2½
80 to 85	9	6¾	4½	2¼
75 to 80	8	6	4	2
70 to 75	7	5¼	3½	1¾
65 to 70	6	4½	3	1½
60 to 65	5	3¾	2½	1¼

A pupil's standing from 85 to 100 in a forty weeks' study entitles him to ten credits for graduation; in a study requiring less time a reduction is made accordingly as shown by the above table The minimum allowed for the professional course is 168 credits; the academic, 153 credits; the business. 150 credits. A mark below 60 is counted as a failure and is entitled to no credits. A candidate who has taken all the studies required and still falls below the minimum must raise his grade before he can receive the honors of the school. Professional diplomas require that the recipients make full credits in the professional studies and the subject of arithmetic. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other territorial institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

Reading Course

Under the direction of the departments of English and Pedagogy, students are required to read three books each term from the following list. The selection must include one book on the subject of history, one from the essay, one poem or novel each term:

FIRST TERM

Washington and His Generals, Headly.
Life of Joan of Arc, Bartlett.
Tom Brown's School Days, Hughes.
A New England Girlhood, Larcom
Old Curiosity Shop, Dickens.
Uncle Tom's Cabin, Stowe.
Essays of Elia (selected) Lamb.
Joan of Arc, DeQuincey.
Enoch Arden, Tennyson.
Marmion, Scott.
The Gold Bug, Poe.

SECOND TERM

California and Oregon Trail, Parkman.
A Week on the Concord and Merrimac Rivers, Thoreau.
Pride and Prejudice, Austen.
Lalla Rookh, Moore.
An English Mail Coach, De Quincey.
Napoleon and His Marshals, Headley.
Crayon Papers; Irving.
Story of the Odyssey, Brooks.
Ivanhoe, Scott.
Emerson, Arnold.
Comedy of Errors, Shakespeare

THIRD TERM

Knickerbocker History of New York, Irving.
Walden, Thoreau.
Old Mortality, Scott
Marcus Aurelius, Arnold.
The Light of Asia, Arnold.
Plutarch's Lives.
Outer Mer, Longfellow.
The Scarlet Letter, Hawthorne.
Henry Esmond, Thackeray.
Sesame and Lillies, Ruskin.
Midsummer Night's Dream Shakespeare.

FOURTH TERM

The Colonial Era, Fisher.
The Autocrat of the Breakfast Table, Holmes.
David Balfour, Stevenson
The Quality of Mercy, Howells.
Childe Harold, Byron.
Fifteen Decisive Battles, Creasy.
Biography of Thackeray, Trollope.
David Copperfield, Dickens.
Science and Literature, Arnold.
Columbus' Birthday, Browning.

FIFTH TERM

The Making of a Nation, Walker.
History of England, Green.
The Middle Period, Burgess.
Dombey and Son, Dickens.
Vanity Fair, Thackeray.
Adam Bede, Eliot.
Unto This Last, Ruskin.
Paradise Lost, Milton.
Life of Columbus, Irving.
Parkman's Works.
Heroes and Hero Worship, Carlyle.
Emma, Austen.
Essay on Warren Hastings, Macaulay.
Julius Caesar, Shakespeare.
Antony and Cleopatra, Shakespeare.

SIXTH TERM

History of Greece, Grote.
Essays, Bacon.
Confessions of an Opium Eater, De Quincey.
Oliver Twist, Dickens.
The Master of Ballantrae, Stevenson.
Constitutional History of the United States, Curtis.
Essays on Criticism, Arnold
The Heart of Midlothian, Scott.
The Virginians, Thackeray.
The Inferno, Dante.
Hamlet, Shakespeare.
Endymion, Keats.

SEVENTH TERM

French Revolution, Carlyle
Les Miserables, Hugo.
Martin Chuzzlewit, Dickens.
Lectures on English Humorists, Thackeray.
In Memoriam, Tennyson.
Three Biographies, Selected.
History of France, Guizot.
Pendennis, Thackeray.
Sartor Resartus, Carlyle.
Faust, Goethe.
Tempest, Shakespeare.
Holy Roman Empire, Bryce.
Getting On in the World, Matthews.

EIGHTH TERM

The American Commonwealth, Bryce.
Goethe, Arnold.
Essays, Emerson.
Rob Roy, Scott.
Three Biographies, Selected.
Letters to Young Men and Young Women, Holland.
History of Germany, Menzels.
Discoveries in America, Arnold.
Mill on the Floss, Eliot.
Five Orations, Selected.
Poetry, Selected.
A Book on Ethics, Selected.
French Revolution, Carlyle.

Senior students taking the course in pedagogy are required to substitute the following books for those mentioned for the last two terms above:

Talks to Teachers on Psychology, James.
The Training of Children, Trumbull.
Philosophy of Teaching, Tompkins.
Study of Children, Warner.
Teachers and Teaching, Trumbull.
Physical Nature of the Child, Rowe.
General Methods, McMurray.
Care of Children in Health, Oppenheim.

Current Information.

He who possesses a thorough knowledge of current events is not only learning history in its making, but comes to have an appreciative interest, which he would not otherwise have, in every form of knowledge. The text and the library are incomplete without the literature of today to give them meaning. The events of the past are pale, while those of the present are blood red. Out of the past come the lessons of life, but a knowledge of the present reveals our personal needs. For these, and other reasons of less importance, the Normal attempts to make every pupil a student of current information. To this end our library tables are furnished with the most carefully selected periodicals. Here may be found daily and weekly newspapers, magazines and all the leading professional journals upon the subject of education. Students not only have free use of these, but are often required to make special investigations of them for the purpose of debate and essay work. Once a week a student, or some member of the faculty, presents the most important news from the platform, making a special effort to show their teaching from the standpoint of ethics and sociology.

The principal edits The Normalite, a quarterly periodical, devoted to the interests of the school and the cause of education. The commencement number is handed over to a committee of students, but all their productions are carefully criticised, making it not only more readable but of more value to its contributors. A copy of this issue may be had by any one making a request for it.

Analysis of the Course of Instruction

Professional Department

Scope

That the professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional Department of the Normal to make its students acquainted, as far as possible, with scientific and practical pedagogy. To this end the work is directed along three lines.

First—The professional studies of educational psychology, history of education, general pedagogy, methodology and school economics, are studied as separate branches of instruction.

Psychology, which is studied with special reference to the teaching process is eminently practical. History of education, which is brought up to the present in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

General Pedagogy treats of the principles of education from the learner's point of view, and methodology from the teacher's point of view. How the learner's activities are to be most effectively conditioned, directed, and intensified, is the province of methods. School economy not only discusses the organization and management of a single school, but treats of the duties of school boards, principals and superintendents.

Second, All of the academic work of the school is given a Normal bearing. By so doing it recognizes the fact that a thorough knowledge of the subject matter of instruction and correct methods of teaching the same, may be acquired simultaneously. As the learner's mind moves progressively from one element of knowledge to another, giving his mental content the best form of expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the method used as well as the influence of faulty ways of thinking and presenting the subject matter at hand Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupil's apperceptive faculty is reached at every stage of his advancement. It is for this reason the work of the Normal is claimed to be the most efficient for both the academic and professional student.

Third, The professional work of the school is presented as an art. The art of teaching is both studied and practiced. It is studied both in theory and by observation; it is practiced both by illustrative teaching and actual practice in the training school. All these phases of the work are done under the influence of expert criticism.

Psychology

Psychology forms the ground work of pedagogics. All correct educational doctrine and practice rests upon the principles and rules derived from a careful study of this science. The study of Psychology is not only important to the teacher, but to every one who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

In order to cover, in a general way, the subject matter of modern psychology, and at the same time discuss it, in a continuous progressive manner, it is thought best to lay out two distinct courses of instruction. While the completeness of this course as a whole may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One is upon Physiological Psychology.

1. Experiments involving perception and other mental phenomena.
2. Growth and development of the nervous system.
3. Psychological basis of the various forms of consciousness.

Method—This course aims to make the student acquainted with those conditions and elements illustrative of the inter-relation of the mental and physical organism. To accomplish this, all the means at the command of the teacher are employed; experimentation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in note books are required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Psychology, Krohn's Practical Lessons in Psychology, Wunt's Human and Animal

Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Britannica, Royce Outlines of Psychology. Education of the Central Nervous System, Hall's Adolescence, Kirkpatrick's Fundamentals of Child Study, etc.

Course Two takes up the subject of Descriptive Psychology.

1. The claims of psychology as a science.
2. Discussions of the most general conception of the mental life.
3. Elements of mental life presented.
4. The developed forms of mental life.

Method.—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sully, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc. The development point of view is taken in the consideration of every mental process. Thus child psychology is made a prominent feature of the course.

General Pedagogy

The course in pedagogy comprises the study of the following topics: 1. Man as a learner compared with the lower animals; 2. Education defined; 3. Formal and informal education; 4. Institutional education; 5. Special functions of the school; 6. The ends of education; 7. The organization of experiences through association, thinking, retention and recall, and expression; 8. The doctrine of voluntary and involuntary attention, apperception, interest, habit and formal discipline, work and play; 9. Periods of development; 10. Educational values; 11. Function of ideals in education.

Methodology

Course One, General Methods.—1. The nature and definition of teaching. The learner's mental act contrasted with that of the teacher. The essential elements of teaching—the learner, the teacher, and subject matter.

2. *Stages in the Teaching Process Outlined.*

1. Preparation of the lesson.
 1. Its aims { general. / special.
2. Becoming acquainted again with the subject matter.
 1. As a student.
 2. As a teacher.

3. Its method.
 1. It should be adapted to the { subject matter. / pupil.
 2. Devising the means.
 1. As to the material used.
 2. As to the form used.
 3. As to the devices used.
 3. Thinking over the process.
 1. To become familiar with it.
 2. To be prepared to meet the unexpected.

2. Presentation of the lesson.
 1. The stages.
 1. The Approach { reviewing the old. / revealing the aim.
 2. The presentation proper { The revelation of [new / its expression.
 3. The application { To individual cases. / In drill.
 2. The Method { general. / special.

3. *Media of Instruction* (*Bagley.*)
 1. Intellectual Transmission.
 1. Language.
 1. Oral discourse.
 (a) Lectures.
 (b) Questions and answers.
 2. Books.
 (a) Text books.
 (b) reference books.
 (c) Source books.
 2. Graphic representation.
 1. Models.
 2. Pictures.
 3. Maps.
 4. Diagrams.
 3. Emotional transmission.
 1. Literature.
 2. Pictoral art.
 3. Plastic art.
 4. Music.
 5. Oratory.

4. The principles of object teaching, the school excursion, the museum, the school garden, the laboratory, errors in object teaching.
5. The nature and value of the development method of instruction compared to the lecture or telling method.
6. The inductive and deductive forms of the development method.
7. The study lesson.
8. The recitation lesson.
9. Drill exercises.
10. Reviews and tests.

Method.—Bagley's "Educative Process" is followed as a text and supplemented by O'Shea's "Education as Adjustment," "Dynamic Factors in Education," McMurray's "General Method," DeGarmo'sEssential of Method," etc. Much time is given to illustrative teaching and to outlining lesson plans.

Course Two Special Methods.—The course in special methods seeks to apply the principles of teaching evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling arithmetic, language, history, literature, conduct lessons, and art studies, are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study etc. Special emphasis is placed upon primary methods: The students are taught to estimate the value of the various methods of teaching the common branches. Besides, these methods and devices are discussed historically and compared. The pupil teachers are thus taught to look at the teaching process in these branches from many points of view.

History of Education

Kemp's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification; realism and naturalism, scholasticism, etc.

Modern School Systems

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

Method.—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of their investigations and subject them to frequent inspection by the instructor.

School Economics

(a) Necessary conditions for a successful school: (1) Location, (2) School building, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course, of study, (6) Supervision, (7) School records. (b) The school authorities: (1) The teacher,—his authority, motives, qualification, duties, advantages, tact, etc. (2) The school board—legal relations to the school and the community. (c) The school at work: (1) Study—Aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) Recitation, meaning, aims, requisites, methods, (3) Recreation—regulated—unregulated. (d) School government: (1) Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices (e) Moral training: (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Materials for moral instruction, (6) School hygiene.

Method—Two methods are employed in the recitation, viz: The discussion of an adopted text and reports upon topics for special investigation. White's School Management is adopted as a text.

Observation and Practice

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kindergarten gifts and occupations and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with number. Observation and helping is continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Consecutive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, en-

tire responsibility of one or more classes for at least two weeks. Practice in the preparation of material and apparatus for class work together with features of school management.



Academic Department.

MATHEMATICS.

Arithmetic The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view to thoroughness and improvement in methods. Three phases of the work are brought out, the mechanical, the philosophical and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view, all processes, as such, are explained and their relations pointed out. Special emphasis is placed on the practical side of the subject. That method and that form of the subject matter are used that will be of most benefit in after life and future study. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

Algebra The course in Algebra consists of three terms' work. Pupils are not allowed to proceed until they thoroughly master each step as presented. Special attention is given to the grammatical and logical forms of analysis. The discovery of new forms for the application of an old principle is especially characteristic of the instruction. How to read and how to write algebraic conceptions correctly is another feature of importance in the instruction. Wentworth is followed as a text, but a great deal of supplementary work is introduced.

Geometry Wentworth's Plane, Solid and Spherical Geometry is used as a text. One-third of the time is devoted to original problems.

Method—Two aims are kept constantly in view: To familiarize the student with the deductive form of reasoning and to form the habit of precise, independent thinking. While the several types of reasoning are to be followed, the spirit of originality is fostered

as far as possible. By changing the lettering and the position of the figures, pupils are prevented from memorizing the mere word forms. The best forms for geometrical notation are discussed and required in reviews and original work.

Trigonometry One half term's work is required in this branch. The outline and method of work are substantially the same as that given in Wentworth, which is followed as a text.

ENGLISH.

The supreme end of the English department is to aid in preparing broad minded, cultured, capable teachers for the public schools of New Mexico. The whole course of study is planned with this end in view.

Many of the masterpieces of literature are studied carefully and critically. They are made the subject of frequent papers and oral discussions. The author's style and personality are studied. His relations to the great political movements of his day as well as his contributions to his age are carefully noted. Following is an outline of the work for the four years:

Literature *Freshman Class.*—Study of selections from the American writers, Longfellow, Lowell, Bryant, Whittier, Holmes, Emerson, Irving and Hawthorne. English authors, Tennyson, Enoch Arden; Shakespeare, Comedy of Errors; Scott, Lady of the Lake; Ruskin, King of the Golden River; Text, Scott and Denny's Elementary English and Composition.

Sophomore Class.—Tennyson, The Princess; Scott, Marmion, Ivanhoe; Eliot, Silas Marner; Goldsmith, Vicar of Wakefield, The Deserted Village; Shakespeare, Midsummer Night's Dream; Text, Genung's Practical Rhetoric.

Junior Class.—Coleridge, Ancient Mariner; Milton, Shorter Poems; Shakespeare, Macbeth; Homer, Iliad; Carlyle, Essay on Burns; Addison, Sir Roger DeCoverly Papers; DeQuincey, Flight of the Tarter Tribe; Macauley, Essays on Addison and Milton; Burke, Speech on Conciliation with America.

Senior Class.—Academic Course: First term, Shakespeare, typical plays; Second term; English essayists. Professional course: First term, study of Myths, legends, stories and poems, suitable for language work in the different grades; Second term, review of grammar, giving special attention to the difficulties to be over-

come in the teaching of this subject; Model lessons in which United States History and Literature are correlated and made the basis for language work in the different grades. In these lessons it is intended to adapt the history and development of our country to the development of the child mind, also to correlate this with suitable literature.

Grade 1. The Indians, history, literature.

Grade 2. The Pilgrims, history, literature.

Grade 3. Colonial Period, the Puritan and the Cavalier, history, literature.

Grade 4. The Revolutionary Period, history and literature.

Grade 5. Period from the close of the Revolutionary War to the close of the War of 1812, history and literature.

Grade 6. Period from the close of the War of 1812 to the close of the Civil War, history and literature.

Grade 7. Work of preceding grades reviewed and connected, history and literature continued to the present time.

Grade 8. Illustration of how the text in United States History should be supplemented by American Literature Examples: Colonial Period, Miles Standish; French and Indian War, Evangeline, etc.

This outline is to be made world wide in showing the development of the human race corresponding to the development of the child mind.

(Note. The teacher may amend or supplement this work to suit the needs of the special class.)

Orthography This work consists of spelling, diacritical marking, analysis, and history of words. Accurate spelling is required in all written work. In the Freshman class this subject occupies one recitation period daily during the entire term. Reed's Word Lessons is used as a text.

Elocution The object of this department is to afford practical and thorough instruction in Elocution and Delsarte culture. We endeavor, as far as possible, to render the student master of natural and forcible expression of thoughts and feelings. To this end the pupil is trained to become master of himself both as to speech and gesture.









ATHLETICS AT NEW MEXICO NORMAL SCHOOL

OTHER LANGUAGES.

Spanish

The value of the Spanish language to all Americans is making itself felt; but to the people of New Mexico where a large percentage of the people are Spanish-speaking, it is almost a necessity.

The course in the Normal aims to be thorough and of a practical sort. The text book in the first year's work is in the hands of the teacher principally, i. e., the work is largely in conversation and dictation. There is a lesson given, first conversationally, after which the same is written by the pupils and handed in for correction. In addition to the note book in conversation thus formed the pupils make for themselves a verb note book. This verb note book is made up from the verbs used in their daily lessons and furnishes not only lists of the regular and the irregular verbs, but in time, the conjugation of each. As the pupils advance, there is added an increased amount of reading and careful study of the grammar, with original composition.

In the course, use is made of Kroeh's "How to Think in Spanish". Traub's "Verb Book", and Garner's Grammar. The following books form the basis of a reading course: Valdez,Jose, Galdos Marianela; Moratin, El Si de los Ninos.

Latin

One-third of the English language being derived from Latin and much of that third without change, a knowledge of Latin is of great value to the student of English. In the study of this subject, much attention is given to the vital relation between Latin and English.

The structure of the Latin language itself is carefully studied. Two years are given to the work in Latin and it is confidently believed that a fair working knowledge of the subject can be attained in that time.

The following is an outline of the work: First year Latin Collar and Daniell; Drill of declensions, conjugations, pronunciation and elementary exercises in translating from Latin to English and from English to Latin, selections from Roman traditions and history.

Second year Latin, Caesar's Gallic War; a careful study of grammatical structure of the first four books of Caesar,also Latin prose composition and syntax.

HISTORY AND SOCIAL SCIENCES.

History

The chief course of historical study may be summarized briefly: (1) To supply pupils with a store of valuable information. (2) To bring them to an appreciation of present duties and responsibilities by a study of how the present came to be. (3) To awaken in them a love of historical reading. (4) To give them a knowledge of books and some skill in handling books. (5) To cultivate their judgment and reasoning powers. (6) To discipline and arouse the constructive imagination, (7) To increase the capacity, not simply to learn and absorb facts, but to classify them and put them forth again in an orderly form

United States History

Montgomery's History is used as a guide in the subject, supplemented with a departmental library which contains many of the latest and best reference books on the subject.

The libraries are to be used for the purpose of illustrating how the narrative history was formed, but more especially for the mental training which may be obtained from their use. From these sources all historical judgments in the past have been drawn, and to obtain them, all historical judgments in the future must appeal. What is more to our purpose; it is only by dealing with the source of past history that the pupil might be rightly trained to deal with historic sources of his own time, and to form independent and unprejudiced judgments concerning the mass of opinions, actions, institutions and social products of all sorts in which he finds himself involved. To enable him to do this should perhaps be the primary aim of the study of United States history.

We find the use of note books helpful to pupils, in which they may place various headings at appropriate times, leaving several pages in which to enter under each heading, a short statement of the matter found in the text or in outside reading. For example, when slavery was first mentioned, place heading, "Slavery," in the note book, and under this heading place references to the text and to various other books when occasion occurs during the course of the work. In this way, a full topic outline is made.

Civics

This course is intended for those pupils completing the subject of American History. A series of "Suggestive Questions" will be offered. Sometimes the questions go quite outside of the text and relate to topics, concerning which it provides no information whatever. This is done for a purpose. The pupil should learn to go outside of the book and gather from scattered sources, information concerning questions that the book suggests. In other words, he should learn how to make researches,

for that is coming to be one of the most useful arts, not merely for students, but for men and women in many avocations of life.

Current History

At the beginning of the school year a class in current history is organized. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupil gets points of interest, and prepares to discuss them before the class. The teacher acts as chairman and guides them in the discussion. The review of magazine articles is one of the leading features, affording the best sources of information and discipline.

To acquire general information, to arouse interest in that which must soon be history, inculcates a spirit of progress. One must know the needs of his times in order to be successful, to live in the present rather than in the past, to prepare the pupil to live in his environment. It disciplines in expression, inspires.

General History

One year will be given to the study of general history. Our aim will be to deal with the essential elements, not the accidental features, of the life of the race. By so doing, a foundation for the study of the history of education is laid.

Elements of Sociology

The course in sociology can only deal with the elements of the subject. Blackmar's Elements of Sociology will be used as a text, supplemented by Spencer, Giddings, and other texts. Special topics in political economy are also assigned for reading and investigation. A combination method of study is used: (1) Observation study of facts. (2) A historical setting of these facts, (3(A study of the fundamental principles of social science.

NATURE STUDIES.

Physiography

The purpose of the study of physiography is to gain a clear concept of the surface of the earth and the influence upon man of each characteristic area. Physiography and geography stand in numerous important relations to other studies. There can be no history without them in the real world. History and literatuare deal with the same mountains, rivers, plains, and valleys, giving graphic pictures. Davis' Elementary Physical Geography is used as a guide in the study of the subject.

Chalk Modeling

Chalk modeling—the new method of map drawing—is taught in connection with physiography. The map is drawn with crayon to represent surface in relief, giving much of the effect of an engraving or photograph of a relief map, yet intrinsically more truthful and artistic than any such representation could be.

There are no lines drawn in this map that contradict or confuse the meaning. It represents direction. Each line has its own particular meaning. Applied to land surface, a vertical line means a perpendicular mountain or side wall of a plateau, horizontal lines indicate level areas, and oblique lines a sloping surface.

Until recently, this map has not been available for general use, except as each teacher made his or her own. It is, however, the ideal way of teaching. To draw a map of a continent or section of it, as is required, in order to illustrate or emphasize any particular point before a class, adds much to the interest of the lesson and to the adequacy of the concept gained by the pupil. Each student is directed how to make a permanent set of these maps, which become his own private property.

Commercial Geography

It has been found advisable to close the year's work in physiography with the study of Commercial Geography. While commercial geography deals mainly with the interchange of commercial products, it is also essential that the student should know something about the countries and localities where raw materials are found, how the latter are obtained, what the processes of manufacturing are, how interchange is effected, and what ratio home consumption bears to exports.

The questions made prominent in this study are, the routes and growth of commerce production, trade centers and markets of the world, the waterways and railways, the increase of commerce as related to the growth of cities, and staple articles of commerce, their relative value and importance.

Biology

Biology runs for sixty weeks, five hours per week, the work being unified as far as possible. The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal kingdoms. Certain types are studied with considerable detail, but the work is comparative throughout and the great generalizations of biological science are not neglected. Text book, lecture and laboratory

methods are combined; frequently field excursions are substituted for laboratory work. Lecture and laboratory notes, original drawings, and descriptions are preserved in permanent notebooks. A well equipped stereoptican is used to illustrate the subject.

Botany

This work is considered as an introduction to the department, and is based upon Bailey's Botany, which is used as text. A brief survey is made of the vegetable kingdom, proceeding, as far as possible, from the simpler forms to the more complex and highly organized. Spring and fall observations of animal forms, bird migrations, etc., are made as the season demands, and full "Nature note," bird calendar, and flower calendars are recorded and preserved from year to year. Our reference library is freely used to obtain the life history of the most useful plants, which furnish food and clothing to the human race.

A formal herbarium is not required; we are more interested in the living plant than the dead one, but representatives of a few leading families are studied, and specimens preserved.

Zoology

Jordan's Animals and Chapin and Retgar's Laboratory Guide are used as texts. This department has a fairly well equipped library of reference works, which are freely consulted.

The student is first directed to make simple observations of some common animal, avoiding all bookishness, and cultivating a true scientific method and spirit of original investigation, with the notes and drawings of objects studied. The types mentioned in the following outline are handled in the laboratory or in the field: a few are studied only externally and not dissected; related forms are exhibited and discussed in lectures. Biology is always in the foreground. General biological laws and principles, classification, development, struggle for existence, variation, adaptation, heredity, evolution, etc., are considered as they naturally present themselves in the sequence of studies.

1. Field notes on some common form. 2. Collection and preservation of zoological material. 3. Paramoecium. 4. Grantia. 5. Sea anemone. 6. Starfish. 7. Sea urchin. 8. Earthworm. 9. Mussel. 10. Snail. 11. Squid. 12. Centipede. 13. Crawfish. 14. Spider. 15. Grasshopper. 16. Dragonfly. 17. Beetle. 18. Butterfly. 19. Molgula. 20 Sun perch.

Physiology Retgar's Advanced Physiology is used as a guide, supplemented with models, charts, manakin and a complete skeleton. The library contains most all the recent works on the subject.

The class is prepared now for the study of vertebrate types. These are used largely as a basis for human anatomy and physiology, which, with hygiene, occupies most of the time. Mammalian dissections are an aid to illustrate the essential features of anatomy, and experiments are performed upon the frog and upon our own bodies; also, a series of experiments to show the physics and chemistry of the body. Hygienic considerations are always prominent. A series of practical questions are given, requiring a thoughtful application of the principles learned to answer them correctly.

Physics The course in physics continues throughout one-half of the Junior year. Gage is used as a text. The method of construction will be a combination of laboratory work and recitation, together with occasional lectures and demonstrations. One hundred experiments are performed to illustrate the subject, and each student is required to make drawings of apparatus used, and write a description of each experiment.

Geology This course deals to a very limited extent with historical geology, but principally with the other divisions of the subject. These are dynamical geology, or the study of the forces which are now at work in modifying the surface: structural geology or the study of the materials of which the earth is composed and of the manner in which they are arranged; and physiographical geography, or an examination of the topographical features of the earth and of the mode in which they are produced.

In the country surrounding Silver City, nature offers to the student of geology a most excellent laboratory in which to prosecute his studies. The Normal Museum contains a very valuable collection of ores, rocks, fossils, etc.

The course continues throughout the first term. Bingham's Geology is used as a text. The annual reports of the director of the United States Geological Survey offer valuable auxiliary reading matter.

Chemistry *Course One* — Elementary Chemistry continues throughout the first term. During this period all the non-metals are studied and each student becomes familiar with the handling and setting up of simple appa-

ratus. At the close of the work a paper is written by each student on the technology of some article of commerce, such as glass, soap, artificial fuels, etc.

Three days each week are spent in the laboratory. Students should arrange their programs so that they may have two consecutive periods each day for laboratory work.

The National Note Book is used for laboratory records. Williams' Chemistry is used as a text. The library is well supplied with reference books.

Advanced Course.—Owing to the increased facilities afforded by the new laboratory, one advanced course in chemistry is offered through one term of twenty weeks. This is open to those students who have completed the elementary course described above, or who have taken an equivalent elsewhere. The course will be principally laboratory work, but discussions, lectures and quizzes will be given at sufficient intervals to insure thoroughness in the work.

The course begins with a study of the metals and includes the qualitative determination of unknown compounds and quantitative analysis of copper and from ores, silicon compounds, some of the common salts, and water analysis.

This course prepares the student for a course in assaying, or it may serve as a preliminary to the more advanced course of chemistry of universities.

COURSE IN ART

Physical Culture

Since the completion of the new gymnasium and its being furnished with suitable apparatus, the course in physical culture in the Normal is more effective. Two forms of exercise are given: class drills and individual training. Each is designed to give freedom of movement, erectness of figure, and grace of carriage. Under the direction of a competent instructor, fencing has taken an important place in the course.

The instruction and drill does not aim so much to develop muscle as to develop and train the will power. The course consists in exercising the pupils in standing, sitting, walking, marching, changing positions of head, arm, trunk, leg, foot, movements, balancing exercises, marking time, combination movements, breathing exercises, exercises with Indian clubs, dumbbells, wands and poles.

Music

1. *Vocal Music.* The course in vocal music extends throughout the second semester. The work includes voice culture, sight reading, the elementary principles of harmony, and a brief history of music. The Normal Chorus class received regular drills throughout the year and has furnished music on a number of public occasions.

2. *The Mandolin Club.* This club is made up of players of the mandolin, mandola, guitar, and banjo. Regular weekly meetings are held.

3. *Normal Cadet Band.* The school owns a complete set of instruments. It has furnished a great deal of music on public occasions and acts as one of the advertising agents for the Normal entertainment course.

Drawing

A practical knowledge of drawing is of great value to all persons engaged in scientific pursuits, or in the mechanical arts, and to public lecturers and newspaper reporters and teachers as a means of illustration. It is indispensable to the painter, designer, illustrator, and in all branches of decorative art. The study of drawing develops the perceptive faculties and tends to make the student accurate in other lines of study.

The course offered will be especially adapted to teachers and will be conducted along three lines:

1. *Illustrative Drawing.*—Free hand drawing from natural objects.

2. *Mechanical Drawing.*—Drawing to a given scale various objects to be constructed in the manual training department.

3. *Designing.*—Using conventional forms as a unit in making new patterns, book covers, wall paper, borders, etc.

Pen Art Course

There has never been such a demand for competent pen artists and illustrators as at the present time. The recent discoveries and improvements in engraving enable newspapers and publishing companies, by aid of the pen artists, to illustrate their publications at a much lower cost than ever before. This has caused an increased demand for experts with the pen. A demand for teachers of this class of work and of plain business writing is also increasing.

The complete course embraces the following: Plain business and artistic writing, card writing, roundhand, flourishing, blackboard writing, wash drawing, knife and crayon work on prepared paper, sketching and normal methods. Besides, we give students the free use of the pen art library, which contains all the works of value on the subject that are published.

Each student taking our pen art course must attend the drill in business writing, and study drawing all the first term, and must spend at least three hours a day in the pen art department. Write for special information.



BUSINESS DEPARTMENT

The business course offered by this school, as has been said on a previous page, is equal to that given by any of the so-called business schools of the country. This may be readily discovered by examining the analysis of the subjects which follow. One of the most essential requirements is the ability to write correct English and the ability to render quick accurate arithmetical calculations For the detailed analysis of these branches the outline in the academic department should be consulted.

Bookkeeping The elementary course in bookkeeping is required of all students. The aim of this course is to familiarize the student with the general principles involved in double entry bookkeeping and with such business forms as are common to ordinary commercial transactions. One set in single entry bookkeeping is written up and the method of changing from the single to the double entry system is illustrated.

Advanced Course An advanced course in bookkeeping is given to students in the business course. The elementary course described above is a prerequisite. The aim is to familiarize the student with the books and the general methods used by bookkeepers employed in special business enterprises. Those which are studied are as follows:

Retail grocery business, retail coal, wholesale and retail lumber, shipping commission, jobbing, installment houses and state agencies, manufacturing; joint stock companies (which includes changing from a proprietorship to a joint stock company), and the banking business. This course is given during the second term.

Shorthand and Typewriting Course First Course: Shorthand principles, Shorthand dictation, Orthography, Typewriting, two hours a day, Penmanship drill, Punctuation, and Capitalization. Second Course: Shorthand from dictation, Shorthand (speed), Letter writing, Orthography, Introduction to American Literature,

Typewriting two hours a day, Punctuation, Capitalization, and Paragraphing. Third Course: Shorthand (speed), Court reporting, Miscellaneous dictation, Office work, Typewriting two hours a day, etc.

The above will give an idea of what the shorthand and typewriting course is, and about the order in which it ought to be pursued. Now, as to the time for completion, that depends largely upon your previous preparation. If you have studied any of the branches outlined, sufficiently well, you may substitute any other study in the literary department for a period of twenty weeks without extra charge, or leave out such branches and complete the course in a much shorter time. With the system of shorthand that we have, the course has been completed in fourteen weeks. Average time, twenty weeks.

Commercial Law

Ten weeks are given to the study of commercial law. Clark's text is used and supplemented by other authorities. In addition to the discussion of principles a study of practical forms is required.

Training School Course of Study

This course of study is based upon the principle that the experiences of the child are as much real life as his adult experiences will be. Its chief aim is to place him in touch with the interests of the world in all possible ways. But a scarcely less important purpose is to prepare him for the more formal studies in the sciences, political economy, etc., of the higher grades. To accomplish these ends the spiral or concentric method of arranging the subject matter is used.

For convenience the training school is divided into the kindergarten, the primary, the grammar departments. The first includes the kindergarten proper and the connecting class; the second, the first four grades; the third, from the fifth to the eighth grades inclusive.

LANGUAGE

First Grade.—*Composition*—Conversation and reproductions of topics taken from nature study, pets, games, outings, occupations, food, cleanliness, manners, etc. Copy words and easy sentences including pupils' names from the blackboard, Spanish conversation, suiting the action to the word. *Reading*—Sight reading of short sentences and paragraphs from blackboard, reading from authorized first reader; sounds of the letters following, taught by means of tones: f, l, m, n, r, s, t, p, d, sh, and w; long and short sounds of the vowels. *Literature*—Memorizing selections of poetry and prose. (1) Fables: The Lion and the Mouse, The Wind and the Sun. (2) Myths: Phaeton, Apollo, Aeolus. (3) Fairy Stories: Cinderella, The Fir Tree, The Anxious Leaf, The Ugly Duckling, The Match Girl. (4) Poems: The Crow, The Wind, The Rain is Raining all Round, The Mill Wheel, Little Pussy. (5) Books to be read to them—Black Beauty, Five Little Peppers. (6) Mother Goose Rhymes read and illustrated.

Second Grade.—*Composition*—Conversations and oral reproductions of fairy stories, folk stories, and nature observations. Use of capital letter, name words, action words, asking and telling sentences taught. Special attention is given to correct position in writing and accuracy in formation of letters. *Reading*—Authorized second reader completed, supplemented by stories from history. Give exercises that lead to the prompt recognition of words and their meaning, practice phonic drills similar to that of the

preceding grade, spell familiar words taken from the child's vocabulary and from the reader. Conversations in Spanish. *Literature*—Memorize and study the following selections: (1) Fables, The Hare and the Tortoise, The Crow and the Pitcher. (2) Myths: Same as in first grade. (3) Fairy stories, The Ten Dwarfs, The Three Beans, The Mountain and the Squirrel, The Pea Blossoms, The Legend of the Great Dipper. (4) Poems, The Swing, The Bed in the Swing, Seven Times One, All Things Beautiful, Selections from Hiawatha. (5) Books to read—the same as in preceding grade.

Third Grade.—*Composition*—Oral reproductions of fables and myths including stories from nature; correct use of "is", "are", "was", and "were", "have" and "has", construction of statements from questions or directions; short paragraphs or stanzas written from dictation; Spanish conversation; *Reading*—Authorized third reader: A child's garden of verses; history stories; fables and folk stories, phonic exercises. Spelling words taken from pupil's vocabulary and from lessons of the fourth grade. *Literature*—Study and memorize selections from the following list: (1) Norse Myths; Valdor, Odin, Iduna. (2) Classic stories: Golden Touch. Picola. Miraculous Pitcher. (3) Poems: Hiawatha's Childhood, the Violet, the Wreck of Hesperus, Robert of Lincoln, the Brown Thrush, the Child World, Sweet and Low. (4) Books to be read: the Dog of Flanders, Little Lame Prince, Animal Stories, Stories of the Old Greeks, Firth of the North Wind.

Fourth Grade.—*Composition*—Original compositions from science work and laboratory exercises. Reproductions from literature study. Pupils taught to point out the parts of speech and taught to use simple, complex and compound sentences. Abbreviations and the use of the dictionary taught. *Reading*—Stepping stones to literature, No. 4 Readings from history and geography; phonic drill. Spelling list of words selected from reading exercises. *Literature*—Study the following: Black Beauty, Beautiful Joe, First Jungle Book, Among the Giants, Story of Ulysses. Selections from Longfellow, Field and Stevenson.

Fifth Grade.—*Composition*—Writing from dictation; oral and written reproductions; writing original compositions from science work; model compositions, paragraphs, stanzas, etc., studied and reproduced from dictation; writing from outlines; lessons on the simple sentences preparatory to the use of the text. *Reading*—Stepping stones to literature, No. 5, supplemented by geographical and historical reading, phonic drills and the spelling of words from the lessons; use of the dictionary; writing from copy. *Literature*—Selected poems from Longfellow, Holmes and Whittier,

The Story of Troy, King of the Golden River, The Wonder Book; memorize Landing of the Pilgrims, Paul Revere's Ride, etc.

Sixth Grade.—*Composition*—Formal compositions growing out of the various subjects studied; oral and written reproductions of lessons; reports of experiments in science, etc. Special attention given to paragraphing. Graded lessons in English to modifications of the parts of speech. *Reading*—Stepping stones to literature No. 6, supplemented by readings in geography and history; spelling words selected from all lessons, phonic drills, teach meaning of words from stems, prefixes and suffixes, words defined from dictionary. *Literature*—Read Tanglewood Tales, Story of Aeneas, memorize selected poems from Holmes, Bryant, Longfellow, and Lowell.

Seventh Grade.—*Composition*—Study specimens of narration, description and exposition selected from good literature; formal compositions reqiured. Specimens of these applying to rules of syntax. Grammar. Finish graded lessons in English and supplement it. *Literature*—Study of Three Classics selected. Home reading directed. Direct pupils in the proper use of the library. Spelling—Reed's Word Lessons Studied.

Eighth Grade.—*Composition*—Oral and reading lessons taken from connected discourse Formal compositions required from outlines. *Grammar*—Reed and Kellog's Higher Lessons in English through analysis and parts of speech. *Literature*—Five American classics studied. Spelling, Reed's Word Lessons, including the drills of words lists, including the study of synonyms and word analysis

NUMBER AND FORM

Kindergarten—Counting within limits of first, second, third and fourth gifts, the inches on table and sticks, designs with tablets, sticks, etc., with a limited number of units. Play with second gift beads. Recognition of circle and folding of semi-circle and quadrant. Recognition of square and folding of oblong and smaller squares by means of diameters. Folding right-angled triangles, trapezium, and rhombus by means of the diagonals. Folding simple forms of symmetry and representative forms based on these fundamental foldings. Life forms represented in clay.

Connecting Class.—Rational counting to ten. Making the nine

digits. Elementary operations discovered and applied orally. Exercises with second gift beads. Third and fourth gifts continued, also more elaborate designs with sticks, tablets, etc. Original designs encouraged. Folding of forms derived from continual analysis of circles and squares. Simple designs in cutting and pasting. Modeling in clay of life forms and geometrical solids as found in gifts.

First Grade—1. Begin to teach the child number at the point of hesitation.

2. At the close of the first half of the year pupils should be familiar with: (1) The first six primary facts of addition: one and one, two and one, two and two, three and one, three and two, four and one. (2) Five multiplication facts: two twos, two fives, two tens, three tens, four tens. (3) Six partition facts: one half of four, one half of ten, one half of twenty, one half of forty, one half of three, one half of five.

3. At the close of the first year, in addition to the above, the following should have been taught: (1) Six primary facts of addition: three and three, four and two, five and one, four and four, five and five, six and six. (2) Six multiplication facts: two threes, two fours, two sixes, three threes, three fours, four threes. (3) Five partition facts: one half of six, one half of eight, one half of twelve, one fourth of twelve, three fourths of twelve.

Second Grade—1. Teach number facts orally as given in Hall's Primer Arithmetic, pages 1 to 40.

2. The last month of the term put the primer into the hands of the pupils and review through the printed symbols.

3. Pupils should not be allowed to use the pencil until they can do the work mentally.

4. At the close of the year the pupil should have accomplished: (1) The first thirty three primary facts of addition and the corresponding subtraction facts. (2) At least half of the thirty four primary facts of multiplication, (two times two to six times six) given in the Hall primer. (3) The adding mentally of two, three, four, ten, eleven, twelve, to any number less than one hundred, and the reverse in subtraction. (4) In division, one half of five inches, of seven inches, of forty six, of sixty five; one third of six, of nine, of twelve; two thirds of six, of nine, of twelve; one fourth of twelve, three fourths of twelve, etc. (5) Imaging of squares, oblongs, cubes, shown by the ability to answer simple questions concerning these, when the objects are not present to

the senses. (6) Writing of numbers from one to one hundred and fifty.

Third Grade.—1. Complete Book 1 to page one hundred fifty three.

2. Note (1) The introduction of signs; (2) The spiral method, (3) The repetition of facts in different forms, (4) that facts should be memorized as introduced, (5) The review of facts, (6) that pupils must get the meaning.

3. At the close of the year pupils should have accomplished the following: (1) The forty five primary facts of addition and the eighty one corresponding facts of subtraction. (2) The sixty four primary facts of multiplication and one hundred twenty eight corresponding facts of division. (3) All the denominate number facts that appear in Part II. (4) Adding, subtracting, multiplying, and dividing with (a) simple numbers, (b) common fractions (c) decimals.

Fourth Grade.—1. Book I to page 256.

2. Observe, (1) that one part of the book is a preparation for the next; (2) that the lettered problems are for seat work and the numbered problems for class work. (3) Two problems are given between pages 203 and 214, too difficult for pupils at this stage of their progress (see if pupils will discover them). (4) That pupils should read the problems in class and that the teacher should see that the terms are understood.

3. At the close of the year the pupil should be able: (1) To read, add, and write integral numbers of four figures or less. (2) To add, subtract, multiply, and divide integral numbers, common fractions, decimals, and denominate numbers as given in the text. (3) To use correctly and understand the terms: sum, minuend, subtrahend; difference, multiplicand, multiplier, product, dividend, divisor, quotient, fraction, numerator, denominator, improper fraction, oblong, cube, triangle, pentagon, decimals, decimal point. (4) To solve easily and quickly problems like the following: What is two thirds of twelve? What is two thirds of $2.50? Six is two thirds of what? Eight is what part of twelve? etc.

Fifth Grade.—1. Do the work in Book II from the beginning to page 149.

2. See that pupils are prepared for each page. Supplement the seat work from the teacher's handbook. See that the pupils have the meaning, and review when necessary.

3. At the close of the year pupils should do accurate work

under the seven heads of simple numbers, common fractions, decimal fractions, denominate numbers, measurements, ratio and proportion, and percentage.

Sixth Grade.—Book II should be completed. Give supplementary seat work. See that pupils understand the review problems before their assignment. Do not have pupils memorize what they do not understand or to express what they do not perceive. Teach pupils to be neat and accurate.

Seventh Grade.—Use Book III to page 161, using the supplementary work by exercises from 321 to 349.

Special Work: Percentage, interest, construction, mensuration. Review concrete problems involving the fundamental operations in integers, common fractions, and decimals. Percentage—Commission, trade discount, interest. Mensuration — Surface, square, rectangle, parallelogram, triangle. All technical mathematical terms thus far used. Algebra introduced as an aid to arithmetic. Geometry—Constructive exercises.

Eighth Grade.—Pursue Book III from page 151 to page 318.

Review—Linear, square, board, land, cubic, liquid, time, measure. Fundamental operations in fractions, common and decimal, percentage and take up stocks and bonds

Metric system; metric tables for weight correctly presented, meter, liter, and gram and their relation one to another.

Application of algebra and geometry to the solution of problems.

GEOGRAPHY.

Kindergarten.—Right and left hand; Right, left, front, back, up, down, top, bottom; Oral lists of animals pupils have seen, heard of; Oral lists of fruit trees, flowers, etc.; Record on chart of sunny, cloudy, and rainy days.

Connecting Class.—Weekly record of position of sun; Points of compass; Relative positions of objects; Stories and pictures of seasons; Use of sunshine, clouds, rain, etc.; Oral lists of spring flowers—summer flowers and fruits, and fall flowers and fruits; Fruits of our own country and that come from other countries, etc.; Stories from child's experience of journeys, seashore, camping, visit to countries or cities, etc. Weather recorded in kindergarten with record of winds added.

First Grade.—Observation of positions of sun at a certain hour each day; of the moon at seven o'clock each evening; Elementary ideas of simple land and water forms; Pictures and stories illustrating these type forms; Pictures of typical buildings; Lists of plants and animals as in previous year, but more complete and written on board as given by pupils; Direction of streets and places of interest in vicinity; Weather record, including direction and velocity of wind; Representations in sand table.

Second Grade.—Observation of prominent constellations; Weather records kept individually and more independently of teacher; Lists of animals as wild, domestic, which pupils have seen, heard of, have seen in pictures; Animals of cold, hot and temperate climates, those which hibernate, etc.; Plants treated similarly, lists made by pupils with assistance in spelling and classification by teacher; Seasons—preparation for seasons by plants, animals and man; Temperature—ideas of dew, frost, etc., etc.; General ideas of minerals and vegetation as to locality; Ideas of land as to elevation; Stories illustrating seasons in other countries; Use of globe in locating these countries; and the various sections of our own country; Chart of school room, etc.; Representation of typical land forms in sand table.

Third Grade.—Make visits to different places of interest in the neighborhood and give descriptions of same; Make maps of school room, Normal grounds, city, etc.; Readings from "Brooks and Brook Basins".

Experiments showing weight, pressure and resistance of the air, evaporation, effect of heating the air, observing forms of water; direction of clouds, and winds; length of day and night, temperature; How different articles are prepared for food.

Point out the original home of the different people which the children have seen; Read "Seven Little Sisters" and "Seven Little Sisters Prove Their Sisterhood," pointing out at the same time the countries named; Trace the common traveled route around the world; Customs of people from stories read; By actual visitation teach pupils of the various occupations in the locality.

Make collections of soils, stones, study of domestic animals; Wild animals of the territory.

Make collections of plants, seeds, woods, leaves, etc.; Give special lessons on flowers, cotton, coffee, corn, etc.; Make a list of the articles produced in our own country, another of those re-

ceived from other countries; Point out the route to reach their destination.

Locate the continents, oceans, and hot and cold regions in reference to ourselves; General shape, size and form of land and water; Motions of the earth, and effects, illustrated.

Fourth Grade.—Local geography continued; Study of the earth as a whole (Tarr & McMurray's First Book.)

Fifth Grade.—Tarr & McMurray's First Book completed; Home geography.

Sixth Grade.—Tarr & McMurray's Second Book—a study of North America and the United States, and indirectly the countries of the world; that have historical and geographical relations; Home geography growing out of current events.

Seventh Grade.—Tarr & McMurray's Second Book completed and reviewed; Tarr & McMurray's Third Book to Part III; Study of geography through current events.

Eighth Grade.—Tarr & McMurray's Third Book completed and reviewed; A study of current events.

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HISTORY

Kindergarten.—Narration by child of incidents in its own life and events and duties of home life; Stories illustrating reasons for usual festivals.

Connecting Class.—Occasional narration of previous day's record; Bible stories; Stories leading up to the celebration of festivals and birthdays; Pictures and stories of noted persons of noble character; Teaching of the flag as an emblem.

First Grade.—Keeping of a simple class record, items furnished by class and written by teacher; Home life of today compared with that of other days; Simple ideas of primitive life represented in sand table; New England and Virginia life; Pictures of important events and of persons.

Second Grade.—Keeping of a school record; Simple outline of United States history as illustrated by stories of Columbus; Early colonists; Revolutionary period; Lincoln and President Roosevelt; Stories of child life in ancient times, showing evolution of modern home and modern customs; Stories from history empha-

sizing purity of thought and deed, dignity and beauty of character; Bible stories.

Third Grade.—Simple record of public events in the vicinity; Reproduction of stories from historic readers, these stories so arranged as to give a connected outline of the United States history; Bible stories.

Fourth Grade.—Important epochs in the world's history: Development of the Jewish, English and American nations; Historical stories given as reading matter, so arranged as to give an outline of the history of the United States; History of New Mexico; Current events; Flag day, etc.

Fifth Grade.—Reading the adopted United States history; Stories from ancient and modern history.

Sixth Grade.—Reading the adopted United States history; Readings from ancient, mediaeval and modern history.

Seventh Grade.—A story of the Greeks; A story of the Romans; A story of the Colonies, and a story of the West, studied.

Eighth Grade.—"A story of our Grandfathers" is first studied and then followed by a formal course in United States history.

SOCIOLOGY

Kindergarten.—Stories and morning conversations illustrating consideration for others; Games of trade, etc.; Study of wool in its changes from the fleece to articles of clothing.

Connecting Class.—Games and talks continued from kindergarten; Process of bread making from the wheat; Domestic and neighborhood scenes made in sand table; Lists of animals which furnish us food and clothing; Trees and plants which furnish us food and protection.

First Grade.—Pictures of trades and occupations: Conversations on supply and demand; Community interests; Names of persons living in the vicinity and their occupations; Lists of articles found in stores of Silver City and sources of supply.

Second Grade.—Conversations on co-operative interests, such as mining, factory life, etc.; Study of manufacture of silks; Lists of business houses in Silver City, with duties of those employed,

expenses of carrying on the business, prices of articles sold; Games of buying and selling correlated with number.

Third Grade.—Talks on business interests of the territory; List of city officers and their duties; Moral lessons.

Fourth Grade.—Territorial officers and their duties; Wages, duties and occupations; means of transportation, trades, etc.: Skilled and unskilled workmanship; Proper use of money, wealth, competition, pauperism; Moral lessons, etc.

Fifth Grade.—Elections and conventions, officers of the United States, duties, qualifications, etc.; Family duties; Church and other benevolent organizations; Elements of political economy; Moral lessons.

Sixth Grade.—Same subject matter but more advanced.

Seventh Grade.—1. A study of those occupations that depend upon the natural resources of the county; farming, mining, lumbering, milling, smelting, oil producing, factories, machine shops, etc. 2. Occupations engaged in transportation, using the railways, roads and streets, pipe lines, water-ways, stores engaged in both wholesale and retail trade. 3. Occupations regulating others, such as banking; the political organizations of the government, state, county, city, etc.; the educational systems: church organizations; the press, etc.

Eighth Grade.—1. The function of the family, studied. 2. Enlarge upon the topics of the previous grades. 3. A former study of government—Read the "Ship of State." 4. Economic questions involving the uses and abuses of money. 5. Characteristics of a successful business life. 6. Discuss current events of a sociological nature.



SCIENCE

Kindergarten.—Care of house plants; Kinds of Plants; Deciduous and evergreen trees; Squirrels, nuts, beeswax, honey; List of things which will burn, float, sink in water, etc.

Connecting Class.—Effects of sunshine and moisture on plants; Parts of plants; List of things which grow on trees; Collection of leaves; Parts of human body; Simple directions for care of eyes, teeth, and hair; Needs of plants; Importance of fresh air for animals and plants; Leaves and flower buds, seeds, grains.

First Grade.—Kinds of trees. Parts of trees and flowers; Roots, stems of leaves; effect of sun on rain and snow; Physical differences of human beings and animals; Muscles; Things which will freeze; Combustible and non-combustible things; Growth of plants from seeds, slips, bulbs; Experiments in evaporation and crystallization.

Second Grade.—Characteristics of vegetation of hot and cold countries; Study of seeds; Fall of leaves; Cocoons; Observation of growth of leaves from plants; Sap; Fruit; Blossoms; Common insects; Connection between insect and flower life; Solids, liquids, and gases; Solids and liquids in human body; Experiments to illustrate butter and cheese making; Experiments in study of gravity, source of heat and change from solids to liquids and gases; Temperance lessons.

Third Grade.—Elementary work in physiology and hygiene; Systematic study of animals and plants.

Fourth Grade.—Study of butterflies, frogs, fishes, birds, in regard to adaptation, etc.; Leaves, use, forms, etc.; Flowers, uses to Physiology and hygiene; Teeth, stomach, heart, respiration, effect of alcohol; Experiments, chemical properties, etc.; Physical training.

Fifth Grade.—The adopted physiology; Physical Training; Hodges' "Nature Study and Life," followed as a text in the study of plants and animals; Temperance lessons.

Sixth Grade.—The adopted physiology; Hygiene and physical training; Hodges' "Nature Study and Life," followed as a text in the study of plants and animals.

Seventh Grade.—Study the adopted physiology; Use of the gymnasium twice per week; compositions on plants and animals; Experiments in physics.

Eighth Grade.—Stowell's Essentials of Health studied; Experiments in physics given, so that the pupils will be prepared for the course which is to follow in physiology and physics; Formal study of the animal and plant kingdoms.

The work in these subjects should be limited to three lessons per week. Physical training is given under the direction of the physical director at least twice a week.

DRAWING AND PAINTING

Kindergarten.—Free illustration, with the least possible suggestion from teacher, of child's experiences and stories told to class. Representations in color of simple objects, as first gift, ball, orange, or apple. Painting of an outlined surface in water color; Study of pictures of child life.

Connecting Class.—Free illustration as in kindergarten, but with increased observation awakened by suggestive questions; Drawing of faces of blocks from third and fourth gifts in relative positions; Coloring of designs based on square and oblong for the purpose of experiments in mixing pigments of different colors.

First Grade.—Freehand representation of objects; simple illustrative drawings. Constructive work with applications of decorative designs. Study of pictures. Prang Art Book No. I.

Second Grade.—Freehand representation of objects: simple illustrative drawings. Brush designs of flowers, leaves, fruits, etc., representation of simple effects in landscape by the brush; value of neutral colors tested. Study of historical pictures and pictures of manners and customs. Prang Art Book No II.

Third Grade.—Freehand representation of object; exercises illustrative of other branches of study; simple constructive work from drawings; decorative design and application Shades and tints. Study pictures. Prang Art Book No. III.

Fourth Grade.—Map drawing and painting; landscapes; charcoal sketches and chalk modeling. Prang Art Book No. IV.

Fifth Grade.—Continue work of previous grade. Designing of Book covers and decoration for articles in cardboard sloyd. Prang Art Book No. V.

Sixth Grade.—Continue work of previous grades. Illustration of stories, sketching from nature. Prang Art Book No. VI.

Seventh Grade.—Prang Art Book No VII.

Eighth Grade.—Prang Art Book No VIII.



MANUAL TRAINING.

First Grade.—Paper folding. (a) Wall pockets. (b) Envelopes, different sizes. (c.) Paper trays, square, oblongs; Paper mat weaving. Paper cutting. (a) Dictation work, pinwheel. (b) Free cut-

ting, life forms, etc. Cardboard forms.—Make all models as made in paper, in addition, match safe, comb, case, yarn winder, needle case; Clay, mold from objects; Raphia winding, Pin ball, needle book, whisk broom holder, twine box, handkerchief case, napkin ring, etc.

Second Grade.—Cardboard—Cube, square, and triangular, prisms. In connection with study of Hiawatha, tepee, canoe, Indian cradle. Clay—natural objects to suit time of year. Raphia—picture frame, match strike, triple picture frame, thermometer, picture holder, etc. Paper folding, sequence work, salt cellar, ground form.

Third Grade.—Cardboard—cone square pyramid, triangular pyramid button box, pencil box, trays, handled baskets, picture frames, etc. Sewing—Introduction of running and overhand stitching on burlap. Raphia—picture frame notebook, needle book, drawing case, rattle, doll, towel rings, May basket.

Fourth Grade.—Clay—geographical forms in connection with study of geography. Cardboard—geometrical forms, useful articles, work basket, fancy box, handkerchief case. Raphia—watch case, scrap basket, picture mount, knotted bag, mat weaving, raphia and rattan.

Fifth Grade.—Cardboard—savings bank, envelope stand, cornucopia, etc. Clay—continue work of fourth grade. Raphia—raphia and rattan mats and simple baskets.

Sixth Grade.—Cardboard—hexagonal box and cover, fan, raphia and rattan basketry.

Seventh and Eighth Grade.—Girls—Sewing and basketry. Boys—Carpenter work.

MUSIC

Simple work in the musical expression is commenced in the kindergarten. Rote songs, tone matching and ear training.

First Grade.—Rote songs, two each month. Scale from different pitches Tone matching and ear training. Interval work with syllables and numbers. Learn scale from ladder and staff.

Second Grade.—Continuation of first year work, rote songs, interval work, and ear training. Whole, half and quarter notes and corresponding rests; tie, slur, hold, dot, and meter signatures 2-2, 2-4, 3-2, 4-4 dictation lessons. Three keys, C. G. D.

Third Grade.—Rote songs, interval work and ear training. Eighth note and rest, 3-8, 6-8 meter, study of sharp three and four, dictation lessons. Two part exercises.

Fourth Grade.—Rote songs, interval work, different keys, also pitch names. Dictation work once a week. Sharp five. Two part exercises.

Fifth Grade.—Interval work, unequally divided beats, dotted quarter note, introduce minor notes, rule for knowing key when signature is in sharp and in flats, dictation lessons once a week. Supplementary songs.

Sixth Grade.—Voice work, continue note reading and writing, sight singing, three part songs, dictation lessons, supplementary songs.

Seventh and Eighth Grade.—Practice melodic and harmonic minor scale, musical terms, dictation lessons, supplementary songs. Introduce bass clef.

Natural music course. The Harmonic Series is used throughout the entire course.



GRADUATING CLASS, 1906.

Alumni.

CLASS OF 1895.

Eckles, Belle (teacher)---------Silver City, N. M.

CLASS OF 1896.

Bailey, Alice (teacher)---------New Mexico Normal School
Biggs, Maud (Mrs. Stratton)---------Silver City, N. M.
Clayton, Addie (Mrs. Mack)---------Bakersfield, Cal.
Schutz, Clara (Mrs. Stern)---------Las Vegas, N. M.
Upton, Cusie (Mrs. Munson)---------Deming, N. M.
Warren, Eugene (insurance)---------Silver City, N. M.

CLASS OF 1897.

Abraham, Esther (Mrs. B. F. Copp)---------Albuquerque, N. M.
Brownell, Lavinia (Mrs. Knapp)---------North Port, Nova Scotia
Cain, Ida (trained nurse)---------San Francisco, Cal.
Gaddis, Belle (Mrs. Cox)---------Silver City, N. M.
Hughes, I. H., A. B. (principal of high school)---------Bloomfield, Mo.
Hill, Charles E. (minister)---------Waterloo, Ohio
Marble, Emma (Mrs. Muir)---------Lordsburg, N. M.
Moss, Ida (teacher)---------New Orleans, La.
Swan, M. Elizabeth (teacher)---------Lordsburg, N. M.
Shelly, May (Mrs Rice)---------Cliff, N. M.
Whitehill, Olive (Mrs. Bell)---------Silver City, N. M.

CLASS OF 1898.

Casey, Edith (Mrs C. P. Cramer) Adv. Course---------Fierro, N. M.
Decker, W. H. (principal of schools)---------Roswell, N. M.
Koch, W. E. (clerk)---------St. Louis, Mo.
Moss, Dolores (teacher)---------Deming, N. M.
Powell, Winifred (Mrs. Shore)---------Los Angeles, Cal.
Rutherford, Laura (teacher)---------
*Troy, Olive (Mrs. Miller)---------Raton, N. M.

CLASS OF 1899.

Bayne, LeRoy (bookkeeper)---------Silver City, N. M.
Casey, Blanche (Mrs. Boulware)---------Silver City, N. M.
Chenowth, Ivy (Mrs Bisbee)---------Silver City, N. M.
Cox, Lucy (Mrs Cox)---------Cliff, N. M.
Decker, Myrtle (teacher) Advanced Course---------Roswell, N. M.
Koch, W. E. (clerk) Advanced Course---------St. Louis, Mo.
Miller, Cora (teacher)---------Silver City, N. M.

*Deceased.

Sowers, Edward, Academic Course Chacala, Sinaloa, Mex.
Werney, Lillian (teacher) Silver City, N. M.

CLASS OF 1900

Bayne, LeRoy, Advanced Course Silver City, N. M.
Link, Clarence, (teacher) Santa Rita, N. M.
McGregor, Eva New Mexico Normal School
Osmer, Grace (teacher) Deming, N. M.
Raithel, Barbara (teacher) Deming, N. M.
Swartz, Keturah (teacher) Nappanee, Ind.
Sipe, Elizabeth (Mrs. Wilson) Graham, N. M.
Wolford, Miriam Silver City, N. M.

CLASS OF 1901.

Crawford, Perry (student) academic University of Cal.
Moses, Ben J. (mining) academic University of Cal.

CLASS OF 1902.

Alexander, Dean (clerk) academic Silver City, N. M.
Cosgrove, Eugene, (clerk) academic Silver City, N. M.
Crawford, Kate (teacher) Silver City, N. M.
Eckles, Mary (teacher) N. M. Normal School
Gill, Mary (teacher) Silver City, N. M.
McGregor, Elsie (teacher) Albuquerque, N. M.
Parks, Pearl (teacher) Lake Valley, N. M.
Page, Edna (Mrs. Herndon) Ordway Colo.
Schutz, Etta (Mrs. Warren) Silver City, N. M.
Tustin, Marie (teacher) Dwyer N. M.
Upchurch, Clara (Mrs. Trevarro) Santa Rita, N. M.
Williams, Mertie (teacher) Raton, N. M.
Whitehill, Carrie (teacher) Silver City, N. M.

CLASS OF 1903.

Gifford, Douglas (clerk) academic El Paso, Texas
Rodgers, Gussie (Mrs. Ralph Ellis) Clifton, Ariz.
Utter, Florence (teacher) Mrs. Clyde Jones Globe, Ariz.

CLASS OF 1904.

Bunker, Alice, professional Metcalf, Ariz.
Chenowth, Ola, professional San Simon, Ariz.
Fait, Fannie, professional, (Mrs. Leake) Douglas, Ariz.
Geitz, Henry (stud't Chicago Un'sity) academic Silver City N. M.
Hobart, Edmond (clerk) academic Clifton, Ariz.
*Wiley, Gertrude, professional Silver City, Ariz.

*Deceased.

CLASS OF 1905.

Boone, Aubrey, professional, (teacher)---------- Dwyer, N. M.
Barnes, Inez, professional, (teacher)---------- Central, N. M.
Thwaits Lucy, professional, (Mrs. Le Roy Bayne), Silver City, N. M.
Moore, Irvin, academic, (clerk)---------- Mogollon, N. M.
Porterfield, Wilson, academic, (clerk)---------- Silver City, N. M.
Utter, George, academic, (surveying)---------- Silver City, N. M.

SENIOR CLASS.

Abraham, Lottie---------- Silver City, N. M.
Cosgrove, Inez---------- Silver City, N. M.
Hager, Maud---------- Kingston, N. M.
Legros, Alice---------- Santa Rita, N. M.
Light, Frank---------- Silver City, N. M.
Parks, Mabel---------- Lake Valley, N. M.
Upchurch, Ludie---------- Silver City, N. M.
Utter, Helen---------- Silver City, N. M.
Watson, Dorothy---------- Pinos Altos, N. M.
Young, Lillian---------- Silver City, N. M.

STUDENTS WHO HAVE COMPLETED THREE YEARS' WORK OR MORE.

Boone, Alma---------- Dwyer N. M.
Cosgrove, Maud---------- Silver City, N. M.
Crawford, Hazel---------- Silver City, N. M.
House, Florence---------- Silver City, N. M.
Schutz, Emma---------- Silver City, N. M.

STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE.

Barnes, Margaret---------- Silver City, N. M.
Cumbee, Annie---------- Silver City, N. M.
Colson, Hattie---------- Faywood, N. M.
McGregor, Iana---------- Silver City, N. M.
McCulloch, Nannie---------- Silver City, N. M.
Mitchell, Alice---------- Mimbres, N. M.
Hughes, Michael---------- Mimbres, N. M.
Kirkpatrick, Sidney---------- Silver City, N. M.
Oakes, Ernestine---------- Silver City, N. M.
Porterfield, Melvin---------- Silver City, N. M.
Rice, Genevieve---------- Ft. Bayard, N. M.
Shoemaker, Arthur---------- Silver City, N. M.

Tidy, Josephine Silver City, N. M.
Thompson, Eunice Teel, N. M.
Thomas, Mary Silver City, N. M.
Wohlgemuth, Barbara Douglas, Arizona

STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE.

Alexander, Frank Silver City, N. M.
Blackwell, Bennie Santa Rita, N. M.
Banks, Maggie Silver City, N. M.
Bartlett, Ruby Silver City, N. M.
Bartlett, Russel Silver City, N. M.
Crawford, Ruth Silver City, N. M.
Cooley, Ethel Trinidad, Colo.
Fall, Stella Long Beach, Cal.
Grabe, Irene Silver City, N. M.
Marriott, Charles Silver City, N. M.
Heather, Mae Santa Rita, N. M.
Herman, Herbert Santa Rita, N. M.
Herman, Leslie Santa Rita, N. M.
Head, Grace Santa Rita, N. M.
Jackson, Lillian Santa Rita, N. M.
Jackson, Pearl Silver City, N. M.
Laughlin, Nellie Silver City, N. M.
Miner, Julia Lake Valley, N M.
Parks, Olive Silver City, N. M.
Scott, Anna Silver City, N. M.
St. Clair, Ruby St. John's, Ariz.
Tenney, Louise Pinos Altos, N. M.
Watson, Nellie Silver City, N. M.
Utter, Edith Silver City, N. M.

STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK

Du Bois, Grace Silver City, N. M.
Davis, Effie Silver City, N. M.
McGregor, Malcolm Silver City, N. M.
Lee, Alice Lake Valley, N. M.
Stuart, Mary Silver City, N. M.
Woodward, Frank Silver City, N. M.
Woodward, Walter Silver City, N. M.

SPECIAL STUDENTS.

Bateman, Harold Fort Bayard, N. M.
Card, William Silver City, N. M.
Davis, Ben Silver City, N. M.
Denton, Mrs. Pearl Silver City, N. M.
Davis, Mrs. Eva Silver City, N. M.
Fleming, Jack Silver City, N. M.
Martin, Winnifred Brookville, Kas.
Hadley, Ambrose Wyatt Jones, La.
Pitts, Blossom Steeple Rock, N. M.
Turner, Jesse Santa Rita, N. M.
White, Belle Silver City, N. M.

TRAINING SCHOOL PUPILS.

NINTH GRADE.
Card, Emma
Card, Charles
Coon, Stanley
Cureton, Richard
Eckstein, Wilfred
Hall, Leo
Heather, Alice
Hinman, Gifford
Light, Nina
Marriott, Ina
Robbins, Leslie
Rosenfeld, George
Schutz, William
Upchurch, Eva
Warden, Earl
Ward, Roy

EIGHTH GRADE.
Abraham, Sadie
Hodge, Gladys
Schutz, Caroline
Sturdivant, Beth
Turner, Switzler
Ward, James
Walton, Lou

SEVENTH GRADE.
Dimmick, Hazel
Hann, Linda
House, Lillian
Jones, Roy
Pennewill, Nadine
Schutz, Arthur
Utter, Livingston
West, Myrtle

SIXTH GRADE
Barnes, Virginia
Crawford, Louise
Coon, Helen
Walton, Leona

FIFTH GRADE
Armstrong, Lucile
Boone, Carrie
Bond, Lillian
Boone, Etho
Carter, Ruth
Jones, Norma
Keeler, Hazel
Milliken, May
Paynter, Nellie
Pennewill, John
Sheridan, Margaret
Shipley, Frederick
Turner, Russel
White, Martha
Whitehill, Cornelius

FOURTH GRADE
Armstrong. Mabel
Brown, Spencer
Dimmick, Myrtle
Gardner, George
Golding, Fred
Milliken, Elizabeth
West, Iva
White, Bessie

THIRD GRADE
Marriott, Mary Florence
Milliken, John
Piersol, Ralph
Reiling, Mabelle
Light, Charles

SECOND GRADE
Armstrong, Turner
Borden, Sam Wheatley
Crawford, Gloria
Dimmick, Ariel
Moorman, Lucy
Reiling, Eva
Sloan, Edith
Whitehill, Clarice

FIRST GRADE
Stockton, Wayne
Stockton, Gertrude
Swan, Frances
Swan, Grant
Tongue, Sarah

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New Mexico Normal School

Silver City, New Mexico

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

SIXTEENTH
SESSION
1909-1910

Announcement for 1910-1911

Calendar for 1910-1911

First Term---Seventeen Weeks

Begins August 29, 1910, closes December 23, 1910.
Holiday vacation, two weeks.

Second Term---Twenty-one Weeks

Begins Monday, January 9, 1911, closes May 26, 1911.

Commencement Program

Field Day—Friday, May 5.
Parliamentary Contest—Friday, May 12.
Annual Society Literary Contest—Friday, May 19.
Baccalaureate Address—Sunday, May 21.
Annual Play—Monday, May 22.
Graduating Exercises—Tuesday, May 23.
Alumni Anniversary—Tuesday, May 23.

Board of Regents

*Hon. John Corbett.....Deming
Hon. T. L. Lowe.....Silver City
Hon. W. B. Walton.....Silver City
Hon. W. S. Cox.....Silver City
Hon. Nicholas Galles.....Las Cruces

Officers of the Board

Hon W. B. Walton.....President
Hon. T. L. Lowe.....Secretary and Treasurer

Standing Committees

Building—John Corbett, W. S. Cox, W. B. Walton.
Education—Nicholas Galles, T. L. Lowe, W. B. Walton.
Printing—W. S. Cox, T. L. Lowe, Nicholas Galles.

* Arranged according to Seniority.

*Faculty

C. M. Light, Pd. D. (Kansas State Normal School; University of New York); President.
Psychology and Pedagogy.

HUGH A. OWEN (Ed. B. University of Chicago. A. B. Southwest Kansas College; A. B. in Ed. Kansas State Normal School).
Science and Manual Training.

E. L. ENLOE, B. E. (Kansas Normal School).
Mathematics, Latin, and Principal Business Department.

GILBERT D. DEERE, Ph. B. (Franklin College; University of Chicago; Purdue University).
History and Assistant in Mathematics

MISS ISABEL WARD, B. L. (University of California).
Spanish.

MISS LAURA MILLER (Graduate of the Athenaeum, Rochester, N. Y.; Drexel Institute; Pupil in Illustration with Howard Pyle)
Art.

MISS EVELYN MITCHELL BUTLER, A. B. (Butler College; University of Wisconsin; University of Chicago; Indianapolis Teachers' College.
English.

MISS CLARA A. FOSTER (Potsdam State Normal and Training School, N. Y.; Normal Conservatory of Music; Crane Normal Institute.)
Vocal Music and Elocution.

MISS HELEN MANVILLE CALKINS (Knox College; Curtiss Business College, Minneapolis).
Shorthand and Typewriting.

MISS LELA MANVILLE (New Mexico Normal School).
Principal of Training School.

MISS LUDIE UPCHURCH (New Mexico Normal School).
Assistant in Training School.

MISS MARY OLIVER (New Mexico Normal School).
Assistant in Training School

MISS MARY ECKLES (New Mexico Normal School).
Assistant in Training School.

J. R. ROIBAL,
Custodian of Buildings and Grounds.

* Except Training Department, arranged according to Seniority.

New Mexico Normal School

General Information

Silver City, Grant county, the location of the Normal School of New Mexico, is at the terminus of the branch of the Santa Fe railway system, which leaves the main line from Albuquerque to El Paso, at Rincon. The town consists of about five thousand inhabitants, and is nestled among the hills at the foot of surrounding mountains, presenting a scene most interesting to look upon. The Mimbres river is on the east and southeast, and the Gila valley on the north and west. The climate of this section, on account of the latitude and elevation, is unexcelled. Its cool summers, mild winters, and dry, invigorating atmosphere, render it one of the most favored health resorts in America. The government, recognizing this fact, located its military and naval sanitarium at Fort Bayard, nine miles distant, where many tuberculous patients are annually cured by climatic conditions.

LOCATION

The Normal was established by an act of the twenty-fifth legislative assembly, 1893. Soon after their appointment, the regents met, organized, and determined to open a school the following year. In pursuance of this, temporary quarters were rented, a competent corps of teachers employed, and a suitable course of instruction adopted. In the meantime, plans and specifications were drawn, accepted, and the contract let for the main building, which was dedicated two years and two months after the school's first opening. The growth of the school from the beginning until now as shown by the construction of new buildings, the multiplication of appliances, an increasing enrollment and a steady advance

HISTORY

in proficiency, has been a source of gratification to its friends.

PURPOSE

On account of it being an attempt of mind to control mind, especially from the standpoint of development, and in the direction of the highest interest of the individual and society, teaching requires the highest form of skill and intelligence. It is for this reason that the best teaching requires careful preparation, not only for each and every particular task, before giving it, but also systematic formal preparation. It is this necessary forethought, this long drawn-out process of getting ready by study and instruction, this actual training for a special line, that makes teaching professional. To make professional teachers is the central idea of the Normal School. To this end actual experience in teaching must be given as well as instructing the individual in reference to the condensed experiences of other teachers.

EQUIPMENT

Twenty-five acres of land within the townsite, neatly fenced and ornamented with trees, shrubbery, etc., constitute the Normal campus. Within this enclosure are situated the main building, the gymnasium and laboratory, the training school, building for the heating plant, and the dormitories. The main building contains the principal's office, the assembly hall, the library, the museum, and various recitation rooms. The assembly room is furnished with opera chairs, a piano, etc., and is beautified with pictures and statuary. The library and museum occupy the third floor of this building, their isolation being most favorable for study. The Wernicke system of book cases is used in the library, which contains about six thousand volumes. The books have been chosen with special reference to the needs of the school, and in this respect the library is complete. While the museum possesses many curios, the collec-

tions are made mainly in view of class instruction. The gymnasium is equipped with the various devices for physical culture. While both boys and girls take a course of training under the physical director, all are allowed at stated intervals the free use of the apparatus. The biological, the physical, and the chemical laboratories are fitted with the necessary apparatus to make the work in this department the most efficient. The upper story of the heating plant building is used for manual training, the lower story contains the boilers, coal bins, and bath room for boys. The exemplification of the Normal School idea is to be found in the training school, which is designed to be a model school in both method and management. This school serves two purposes: it gives training to those who are preparing to teach, and is a preparatory school for the Normal proper.

The following evidences of scholarship will admit persons into the Normal department:

CONDITIONS FOR ADMISSION

(1) The possession of a teacher's certificate, known to have been regularly issued by a competent board of examiners.

(2) The possession of a diploma from a high school, college, etc., of known repute.

(3) A recommendation from a competent school superintendent.

(4) Having once attended the Normal.

(5) Sufficient evidence of the applicant's knowledge of the so-called common branches, by examination or otherwise.

ARTICULATION

The training department attempts to confine its efforts to secondary education. Elementary schools desiring to articulate with it should complete, in a satisfactory manner, what is generally accepted as eighth grade work. In order that pupils may not be condi-

tioned on their entrance, this work must cover the following grounds:

I. *English*—Reed & Kellogg's Higher Lessons in English through analysis and modifications of the parts of speech; Reed's Word Lessons, including the drills on word lists, a study of synonyms and word analysis; composition exercises, which will give the pupil ability to write good English; the study of five American classics: Snow Bound, Legend of Sleepy Hollow, Vision of Sir Launfal, Evangeline, The Great Stone Face; or their equivalents.

II. *Arithmetic*—The adopted eighth grade series completed.

III. *History and Civics*—The first book of the adopted two book series on these two subjects, completed. Two lessons per week in civics.

IV. *Geography*—Natural School Geography book completed, reviewed and supplemented.

V. *Nature Studies*—A study of animals and plants suited to this stage of work. The adopted elementary physiology studied and completed. Experiments in physics preparatory to the study of physiography and physics must include those showing the pressure, weight, and behavior of the air, sea and fresh water as agencies, gravity, simple mechanics, effect of heat, nature of sound, light, electricity, etc. Two lessons per week during a nine months' term ought to cover the ground sufficiently thorough in these subjects.

EXPENSES

The expenses of attending the Normal are quite reasonable. Board and room in private families varies from eighteen to twenty-five dollars a month. Furnished rooms may be rented at very low rate, and there are many opportunities for young ladies to earn their own way by doing house work night and morning.

A small tuition of five dollars a term is charged those who are enrolled in the Normal proper. Train-

ing school pupils, paying in advance, are charged four dollars per term—otherwise five dollars. Those who take typewriting and stenography in the commercial department are charged two dollars per term for the former, and three dollars per month for the latter. This gives students the use of a typewriter one hour each day, and forty minutes recitation in shorthand. The full shorthand course is limited to fifteen dollars. Chemistry students pay five dollars per term for chemicals used and extra for breakage.

DORMITORY

Ritch Hall, the new dormitory for girls, offers a pleasant and convenient home on the campus for about forty girls. The rooms are arranged for two girls and the rate is seventeen dollars a month; but a girl may have a room to herself by paying twenty dollars a month; this is the better plan where it is possible, as a girl is more free from interruptions. The girls take care of their own rooms.

Each room is furnished with a rug, dresser, washstand, study table, several chairs and a double bed with mattress, pillows and mattress pad. Girls must bring sheets, pillow slips, cover, towels, napkin ring and laundry bag. Any thing they can bring to make their room pretty and homelike will add very much to their comfort and happiness.

A girl's clothing should be simple and serviceable. She should have heavy underwear, bathrobe, bedroom slippers, overshoes, umbrella and a light wrap in addition to the usual articles.

Girls under fourteen should have a special allowance of five dollars a month for laundry, cleaning, mending and little necessary articles. This is to be paid to the matron, who will keep account of it and refund any surplus at the end of the year. Older girls take charge of these matters for themselves.

A boys' dormitory, which is capable of accommo-

dating twenty persons, is also located on the campus. Both girls and boys take their meals in a common dining room.

The rules are few and are only such as are necessary to avoid friction among the members of so large a family and to secure the well-being of each member. Parents who have any special wishes with regard to their son or daughter are urged to correspond with the matron, who will gladly see that their wishes are carried out. Further information may be obtained by writing to the president.

SOCIETIES

One of the leading features of the Normal is its literary societies — the Literati and the Lyceum. A membership in one of these organizations is not obligatory upon pupils, but those who regularly serve on society programs are excused from school rhetoricals. This requirement, however, practically results in all pupils becoming members of one society or the other. All their work is under the supervision of the faculty, not in name, but in actual practice. In drafting programs, planning amusements, and in preparing for social functions of all kinds, the President personally assists or directs his teachers in doing so. Members of the faculty attend the meetings of the societies and do all in their power to make the societies a success. During commencement week the society contests in athletics, parliamentary drill, oration, essay and debate are sources of much interest.

MORAL INFLUENCES

The person who attends the Normal is brought under many good influences. The Catholics, Episcopalians, the Methodists, the Presbyterians and the Baptists, each have organizations in Silver City. There are four Sabbath schools and four young people's organizations connected with these denominations. Each member of the faculty personally interests himself or

herself in the success of these moral forces in the community, thereby supplementing the ethics of the school. School ethics receive a great deal of emphasis both directly and indirectly. Systematic instruction is given, and every incident of the school is turned to moral account, either for some individual or the school as a whole. Thus we seek to make the school like life, with the element of instruction and personal example added.

Each student is treated as a lady or gentleman. A general oversight is taken of all pupils, both in and out of school, and especially those boarding at the dormitories. In thus assuming complete control over the conduct of pupils we endeavor to be fair, rather than strict, firm, rather than harsh, impartial, never losing sight of the highest ideals of family life. Self government is the best, at least that which is secured without the governed being aware of it. Every effort is made to awaken the true spirit of research, self-reliance, self-direction, not alone as a seeker after knowledge, but in sports, amusements, or activities of whatsoever kind. Parents and young people who are in search of a school that aims to give an all-round education will do well to consider carefully these features of the Normal.

CONTROL

Connected with the Normal, under its sole control, is the practice school, in which is represented a kindergarten and all the grades, giving an opportunity for pupils of any grade of proficiency to be classified. Only twelve are admitted to each grade, thus allowing a great deal of individual work to be done. Preference, however, is given to those who have once been enrolled and non-resident pupils. The teacher in charge of each room is an expert, being especially proficient in the particular work assigned her.

TRAINING SCHOOL

The regular summer term is held for eight weeks

beginning the following Monday after the close of the second semester. While this session is designed especially for teachers who wish to work up to a higher standard of scholarship and professional efficiency, arrangements may be made with the president whereby any study in the curriculum may be pursued. The work of this term is of the same character as that of any of the other terms of the scholastic year. Nor is it intended to be an opportunity to shorten any of the Normal courses. Therefore, to obtain credits, the same degree of efficiency is required. However, we set no time limit on the work of any one. When a student shows to us that he has the required academic and professional scholarship, he may receive the honors of the school.

SUMMER SCHOOL

The Normal is prepared to teach any study of its curriculum by correspondence. By this method regular lessons are assigned, learned and recited. Upon the completion of certain definite portions of the subject matter of each branch tests are given, the papers of the student being returned with the corrections marked thereon. Those who reach the required degree of proficiency will be given passing credits the same as if they were present at the school.

CORRESPONDENCE SCHOOL

The organization of a school of correspondence in connection with the professional courses of the Normal, seems to be a matter of necessity. The distances in New Mexico are great. During the school year the service of good teachers is in constant demand. Under the present system of certification every inducement is held out to teachers to secure a certificate of a higher grade than the one in their possession. The direct work of their schools does not engage all their time. Few can or will lay out a course of study and pursue it regularly and systematically. They need a task master as well as a system of instruction. For all such, a course

in correspondence comes as a boon. Thus, by the aid of the summer school and study by correspondence, there is no good reason why every ambitious teacher should not receive the highest award of the territory, a life diploma.

Considering the amount of work connected with it we have made the charges for the correspondence course very reasonable, indeed. Six dollars pays for a one term study and twelve for a two term study. In each instance the fee is payable in advance. No charges are made for the required readings.

DIPLOMAS

Three general classes of diplomas are granted by the school: a diploma for completing the university entrance course, the business course diploma, and, three, for those who desire to enter upon the career of the teacher. Those of the last named consist of three grades: the elementary, the didactic, and the professional. These diplomas correspond to the three classes of certificates issued by the Territorial Board of Education: The three year certificates, the five year certificates, and the life certificates. It should be noted in this connection that the credits which merit these diplomas from the school are accepted by the Territorial Board for its certificates.

GRADES AND CLASSIFICATION

No particular emphasis is placed upon set grades in the school. We recognize that the students, being conscious of reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for the effort made, we have adopted the plan of grades and credits.

Grade	40 Weeks	30 Weeks	20 Weeks	10 Weeks
85 to 100	10	7½	5	2½
80 to 85	9	6¾	4½	2¼

75 to 80	8	6	4	2
70 to 75	7	5¼	3½	1¾
65 to 70	6	4½	3	1½
60 to 65	5	3¾	2½	1¼

A pupil's standing from 85 to 100 in a forty weeks' study entitles him to ten credits for graduation; in a study requiring less time a reduction is made accordingly as shown by the above table. Grades are reduced on account of absence. A mark below 60 is counted as a failure and is entitled to no credits. A candidate who has taken all the studies required and still falls below the minimum must raise his grade, either by taking the branch again or by examination, before he can receive the honors of the school. Professional diplomas require that the recipient make full credits in the professional studies and the subject of arithmetic. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other territorial institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

THE ALUMNI

The alumni association of the school number 112. They hold one meeting a year, at the time of the annual banquet, the day after commencement. On this occasion the graduating class is received and entertained, and much interest is manifested. Indeed, the welfare of the

school is largely dependent upon its former students and alumni. On the other hand, the faculty is interested in the successes of its graduates, and desires to aid them in every laudable undertaking.

Railroad Fare Paid

On coming to the Normal from any part of the Territory, the railroad fare of students in excess of three dollars will be refunded to them. The same reduction will be made for their return. This is done under three conditions: (1) The student must be a resident of New Mexico; (2) must promise to teach; (3) and must be in regular attendance for at least eight weeks in succession. This privilege applies to the summer term as well as the regular session.

Class Memorials

Since the third graduating class, it has been the custom to leave the school a class memorial of some sort. The class of 1898 presented busts of Pestalozzi and Frœbel, mounted on pedestals; class 1899 "Mercury at Rest" in marble; class of 1900, a mounted deer's head; class of 1901, the picture of "Aurora"; class of 1902, the picture "The Chase"; class of 1903, "Reading and Writing," in marble; class of 1904, "Napoleon," in marble; class 1905, a park fountain to be erected in front of the girls' dormitory; class 1906, "The Hunter," in bronze and a clock at a cost of $50, for the girls' dormitory; class 1907, "Gettysburg," a bronze tablet bearing Lincoln's Gettysburg address; class of 1908, four concrete seats located on the campus; class of 1909, sanitary fountain for the Training School and a circular swing.

Courses of Instruction

Course of Instruction

There are three departments in the Normal work: the professional, the academic, and the business. While these departments are co-ordinated whenever it is possible, in the actual work of the school, they are nevertheless distinct phases of instruction. It is true that special emphasis is placed upon the school's professional work, but the academic does not suffer on this account. Indeed, it is made more thorough and efficient because it is given by teachers who are especially trained to impart knowledge to others.

DEPARTMENTS

Academic Curriculum

A complete schedule of academic work for all courses.

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin or Spanish (10) V.

SECOND YEAR

Required—English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin or Spanish.

THIRD YEAR

Required—English (10). Literature III. Rhetoric II.
Physics (10) V.
Plane Geometry (5) V.

Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
General History (10) V.
Book Keeping (5) V.

FOURTH YEAR

Required—English Grammar (5) V. Elocution and Literature (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Psychology (10) V.
Advanced Arithmetic (10) II.
Accounting and Typewriting (5) II.
U. S. History and Civics (10) II.
Sociology (10) V.
Commercial Law (5) V.
Stenography and Correspondence (10) V.
Art III.

The credit system involves three elements: time, efficiency, and extent of the subject matter learned. The amount of the subject matter required is set forth by the syllabus of studies on the following pages. The per cent. system as explained on pages 17 and 18 indicates the efficiency required.

Ten credits require five recitations a week for a period of thirty-six weeks or its equivalent.

Professional Course

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.

NOTE—Arabic numerals refer to the number of credits for each branch, the Roman to the number of recitations per week.

Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

SECOND YEAR

Required—English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

THIRD YEAR

Required—English (10). Literature III. Composition II.
Plane Geometry (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Physics (10) V.
Latin (10) V.
General History (10) V.
Book Keeping (10) V.

FOURTH YEAR

Required—English (10) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Elocution (5) V.
Sociology (5) V.
Commercial Law (5) V.
Drawing (3) III.

FIFTH YEAR

Required—Professional Study of Arithmetic (10) V.
Professional Study of Grammar and Rhetorie (5) V.
Professional Study of United States History and Civics (10) V.

History of Education and School Systems (5) V.
Observation and Practice Teaching (5)
Educational Theses and Debating (2).

SIXTH YEAR

Required—Genetic Psychology (10) V.
Special Methods (10) V.
General Pedagogy (5) V.
School Management and School Hygiene (5) V.
Practice Teaching (10).
Professional Reading and Theses (2).
Leading Class in Physical Culture (1).

College Entrance Course

FIRST YEAR

English (10). Literature III. Composition II.
Algebra (10) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

English (10). Literature III. Composition II.
Physics (10) V.
Plane Geometry (5) V.
General History (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

English (10) V.
Latin (10) V.
Trigonometry (5) V.
Solid Geometry (5) V.
Chemistry (10) V.
Vocal Music (1) II.
Physical Training (1) II.

Business Course

FIRST YEAR

English (10) V.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Spanish (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10) V.
Algebra (5) V.
Spanish (10) V.
Botany (5) V.
Physiology (5) V.
Plane Geometry (5) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

Book Keeping (10) V.
English Grammar and Correspondence (10) V.
Commercial Law (5) V.
General History or Physics (10) V.
Spelling and Penmanship (5) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

Business Arithmetic (10) V.
Stenography (10) V.
Typewriting (5) V.
United States History and Civics (10) V.
Business Practice (5) V.
Vocal Music (1) II.
Physical Training (1) II.

HIGH-SCHOOL COURSE

From the foregoing schedules three High School Courses are provided for: a Course for College Entrance, a Business Course, and a General Course. The College Entrance Course is modeled after the Committee of Ten and is designed to prepare pupils for University admission. The Business Course is

the same as that given by the best Commercial High Schools in the country. In addition to the required work as set forth in the above program, bookkeeping, penmanship, commercial law, commercial arithmetic, typewriting, stenography and business correspondence are also required. Those Academic students who do not wish to take either the College Entrance Course or the Business Course may take the General Course, a type of secondary education that admits of a wider range of elective studies. The average student can complete these courses in four years, 160 being the minimum number of credits required for graduation from either of them.

PROFESSIONAL COURSES

The Normal Department provides for three Professional Courses: That for the Three Year Territorial Certificate; that for the Five Year Certificate; and the course leading to the Life Diploma. The first comprises all the required studies of the first four years as outlined under "Professional Courses," all the professional branches of the last two years, and enough of the optional studies to make 185 credits. The second is the same as the first, adding 15 credits for observation and practice or experience in teaching. When those who have completed the Five Year Certificate Course and have had three years of successful teaching experience, in addition to the observation and practice in the training school, or its equivalent, have made forty (40) more credits from the elective studies, they become eligible to a life diploma from the Territorial Board of Education. Accredited High School graduates are required to take the last year of the Professional Course before they are eligible to the Five Year Diploma and Certificate.

Pupils holding creditable grades from the other territorial institutions or from schools of known merit, may receive credit for their qualifications and be excused

from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

Upon the recommendation of the Territorial Board of Education these elementary courses are offered. The course in section one aims to prepare persons for the reception of a third grade county certificate; section two, for second grade county certificate; section three, for first grade county certificate. Though the branches in the first section are repeated in the second and those of the second in the third, the courses are different. The second requires a more thorough and extended knowledge of these subjects than the first, and the third a more thorough and extended knowledge of them than the second. These courses thus serve two purposes, (1) They lead up to the full professional course. (2) Those who wish to teach before graduation will have an opportunity to do so.

ELEMENTARY COURSE

SECTION 1. This course includes Reading, Arithmetic, English Grammar and Composition, Geography, Penmanship and Orthography.

SEC. 2. This course includes the same branches as the preceding one, adding United States History and an elementary course in the Art of Teaching and School Management.

SEC. 3. This course includes the same studies as the second, adding Physiology, Civil Government, Psychology, Theory of Teaching and Actual Practice in Teaching, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics and Elementary Book Keeping.

Reading Course

Under the direction of the various departments of the school, students are required to read two books each term from the following list. The selection must include one book on the subject of history, one from the essay, one poem or novel each term.

FIRST TERM

Washington and His Generals, Headly
Life of Joan of Arc, Bartlett
Tom Brown's School Days, Hughes
A New England Girlhood, Larcom
Uncle Tom's Cabin, Stowe
Enoch Arden, Tennyson
The Gold Bug, Poe
Black Beauty, Sewell
Little Women, Alcott
Timothy's Quest, Wiggin

SECOND TERM

California and Oregon Trail, Parkman
A Week on the Concord and Merrimac Rivers, Thoreau
Forms of Water, Tyndall
Napoleon and His Marshals, Headley
The Alhambra, Irving
Tales of a Traveler (selections), Irving
Story of the Odessey, Brooks or Palmer
Old Curiosity Shop, Dickens
Lucile, Meredith
The Crisis, Churchill
Age of Fable (selections), Bulfinch

THIRD TERM

Walden, Thoreau
Plutarch's Lives
The Talisman, Scott
Midsummer Night's Dream, Shakespeare
Fall of the House of Usher, Poe
Last Days of Pompeii, Lytton
John Halifax, Gentleman, Mulock
Aurora Leigh, Mrs. Browning

FOURTH TERM

The Colonial Era, Fisher
Fifteen Decisive Battles, Creasy
Dr. Jekyl and Mr. Hyde, Stevenson
Treasure Island, Stevenson
The Luck of Roaring Camp (selections), Bret Harte
Cloister and the Hearth, Reade
Jane Eyre, Bronte
The Ruling Passion, Van Dyke
COUNTED AS ONE:
Sohrab and Rustum, Arnold
The Revenge, Tennyson

FIFTH TERM

The Story of the Mind, Baldwin
The Scarlet Letter, Hawthorne
The Middle Period, Burgess
David Copperfield, Dickens

Henry Esmond, Thackeray
The Quality of Mercy, Howell
Old Creole Days, Cable
Marse Chan, T. N. Page
The Making of a Nation, Walker
The Master of Ballantrae, Stevenson
Mazeppa, and the Prisoner of Chillon, Byron
St. Agnes' Eve, Keats
Life of Columbus, Irving

SIXTH TERM

Constitutional History of the United States
Tale of Two Cities, Dickens
Vanity Fair, Thackeray
Cranford, Mrs. Gaskell
Quenten Durward, Scott
Oliver Twist, Dickens
James Balfour, Stevenson
Browning (selections)
Wordsworth (selections)
Shelley (selections)

SEVENTH TERM

Woodstock, Scott
House of Seven Gables, Hawthorne
COUNTED AS ONE:
Sonny, R. McEmery Stuart
The Blue Flower, Henry Van Dyke
Three Biographies (selected)
Heroines of Fiction, Howells
Lorna Doone, Blackmore
Adam Bede, Eliot
Dombey and Son, Dickens
Browning, (more difficult selections)
Tennyson, The Princess
Tennyson, Maud
Tennyson, Selections
Getting On in the World, Mathews

EIGHTH TERM

The American Commonwealth, Bryce
The Choir Invisible, Mrs. Humphrey Ward
Quo Vadis, Sienkeewiez
Men, Women and Ghosts, E. S. Phelps-Ward, with The Technique of the Short Story, Barrett
George Eliot and Her Heroines, Woolson
Shakespeare's roines, Jameson
The English Religious Drama, C. L. Bates
Little Dorrit, Dickens
The Mill on the Floss, Eliot
The Virginians, Thackeray
Kings' Treasures and Queens' Gardens, Ruskin
Tess of the D'Urbervilles, Hardy

Senior students taking the course in pedagogy are required to substitute the following books for those mentioned for the last two terms above:

Talks to Teachers on Psychology, James
The Training of Children, Trumbull
Philosophy of Teaching, Tompkins
Study of Children, Warner
Teachers and Teaching, Trumbull
Physical Nature of the Child, Rowe
General Methods, McMurray
Care of Children in Health, Oppenheim

Current Information

He who possesses a thorough knowledge of current events is not only learning history in its making, but comes to have an appreciative interest, which he would not otherwise have, in every form of knowledge. The text and the library are incomplete without the literature of today to give them meaning. The events of the past are pale, while those of the present are blood red. Out of the past come the lessons of life, but a knowledge of the present reveals our personal needs. For these, and other reasons of less importance, the Normal attempts to make every pupil a student of current information. To this end our library tables are furnished with the most carefully selected periodicals. Here may be found daily and weekly newspapers, magazines, and all the leading professional journals upon the subject of education. Students not only have free use of these, but are often required to make special investigations of them for the purpose of debate and essay work. Once a week a student, or some member of the faculty, presents the most important news from the platform, making a special effort to show their teaching from the standpoint of ethics and sociology.

The Principal edits The Normalite, a quarterly periodical, devoted to the interests of the school and the cause of education. The commencement number is handed over to a committee of students, but all their productions are carefully criticized, making it not only more readable but of more value to its contributors. A copy of this issue may be had by any one making a request for it.

Analysis of Course of Instruction

Analysis of Course of Instruction

Professional Department

That the professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional Department of the Normal to make its students acquainted, as far as possible, with scientific and practical pedagogy. To this end the work is directed along three lines:

Scope

First—The professional studies of educational psychology, history of education, general pedagogy, methodology and school economics, are studied as separate branches of instruction.

Psychology, which is studied with special reference to the teaching process, is eminently practical. History of education, which is brought up to the present, in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

General Pedagogy treats of the principles of education from the learner's point of view, and methodology from the teacher's point of view. How the learner's activities are to be most effectively conditioned, directed, and intensified, is the province of methods. School economy not only discusses the organization and management of a single school, but treats of the duties of school boards, principals and superintendents.

Second—All of the academic work of the school is given a Normal bearing. By so doing, it recognizes the fact that a thorough knowledge of the subject matter of instruction and correct methods of teaching the same, may be acquired simultaneously. As the learner's mind moves progressively from one element of knowledge to another, giving his mental content the best

form of expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the method used as well as the influence of faulty ways of thinking and presenting the subject matter at hand. Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupil's apperceptive faculty is reached at every stage of his advancement. It is for this reason the work of the Normal is claimed to be the most efficient for both the academic and professional student.

Third—The professional work of the school is presented as an art. The art of teaching is both studied and practiced. It is studied both in theory and by observation; it is practiced both by illustrative teaching and actual practice in the training school. All these phases of the work are done under the influence of expert criticism.

PSYCHOLOGY

Psychology forms the ground work of pedagogics. All correct educational doctrine and practice rest upon the principles and rules derived from a careful study of this science. The study of Psychology is not only important to the teacher, but to every one who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

In order to cover, in a general way, the subject matter of modern Psychology, and at the same time discuss it, in a continuous progressive manner, it is thought best to lay out two distinct courses of instruction. While the completeness of this course, as a whole,

may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One is upon Physiological Psychology.

1. Experiments involving perception and other mental phenomena.
2. Growth and development of the nervous system.
3. Physiological basis of the various forms of consciousness.

Method—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish this, all the means at the command of the teacher are employed; experimentation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in notebooks are required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Psychology, Krohn's Practical Lessons in Psychology, Wunt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Britannica, Royce's Outlines of Psychology, Education of the Central Nervous System, Hall's Adolescence, Kirkpatrick's Fundamentals of Child Study, etc.

Course Two takes up the subject of Descriptive Psychology.

1. The claims of psychology as a science.
2. Discussions of the most general conception of the mental life.
3. Elements of mental life presented.

4. The developed forms of mental life.

Method—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sully, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc. The development point of view is taken in the consideration of every mental process. Thus child psychology is made a prominent feature of the course.

METHODOLOGY

The course in methodology comprises the study of the following topics: 1. Man as a learner compared with the lower animals; 2. Education defined; 3. Formal and informal education; 4. Institutional education; 5. Special functions of the school; 6. The organization of experiences through association, thinking, retention and recall, and expression; 7. The doctrine of voluntary and involuntary attention, apperception, interest, habit and formal discipline, work and play; 8. Periods of development; 9. Functions of ideals in education.

GENERAL METHODS

The nature and definition of teaching. The learner's mental act contrasted with that of the teacher. The essential elements of teaching—the learner, the teacher, and the subject matter.

2. *Stages in the Teaching Process Outlined.*
 1. Preparation of the lesson.
 1. Its aims { special. / general.
 2. Becoming acquainted again with the subject matter.
 1. As a student.
 2. As a teacher.
 3. Its method.
 1. It should be adapted to the { subject matter. / pupil.
 2. Devising the means.
 1. As to the material used.

2. As to the form used.
3. As to the devices used.

3. Thinking over the process.
1. To become familiar with it.
2. To be prepared to meet the unexpected.

2. Presentation of the lesson.
1. The stages.

1. The approach { reviewing the old. / revealing the aim.
2. The presentation proper { The revelation of the [new. / its expression.
3. The application { to individual cases. / in drill.

2. The method { general. / special.

3. Media of Instruction (Bagley).
1. Intellectual Transmission.
1. Language.
1. Oral discourse.
(a) Lectures.
(b) Questions and answers.
2. Books.
(a) Text-book.
(b) Reference books.
(c) Source books.
2. Graphic representation.
1. Models.
2. Pictures.
3. Maps.
4. Diagrams.
2. Emotional transmission.
1. Literature.
2. Pictorial art.
3. Plastic art.
4. Music.
5. Oratory.

4. The various forms of the general method considered.
5. Educational aims, values, and motives. (Ruediger, Tichner & Charters).

Bagley's "Educative Process" is followed as a text, and supplemented by O'Shea's "Education as an Adjustment," "Dynamic Factors in Education," McMurray's "General Method," DeGarmo's "Essential of Method,"

Charter's "Methods of Teaching," etc. Much time is given to illustrative teaching and to outlining lesson plans.

SPECIAL AND INDIVIDUAL METHODS

The course in special methods seeks to apply the principles of teaching, evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc., special emphasis being placed upon primary methods. Methods of teaching these branches are presented also from an historical point of view as well as by illustrative teaching. The following books are followed as texts in this subject:

"Reading in the Public Schools," Briggs & Coffman.
"Orthography," New Mexico Institute Manual, 1909-10.
"The Teaching of Arithmetic," David Eugene Smith.
"Special Methods in Geography," Chas. A. McMurray.
"Composition in the Elementary Schools," J. S. Taylor.

New Mexico Institute Manual and Course of Study:

"The Study of History in the Elementary School," Committee of Eight.
"Special Methods in Elementary Science," Chas. A. McMurray.

The following individual methods are studied from library reference:

(1) The Lecture Method.
(2) The Question Method.
(3) The Socratic Method.
(4) The Topic Method, etc.

The importance and value of devices are also discussed in this connection.

HISTORY OF EDUCATION

Kemp's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great

educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification; realism and naturalism, scholasticism, etc.

MODERN SCHOOL SYSTEMS

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

Method.—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of their investigations and subject them to frequent inspection by the instructor.

SCHOOL ECONOMICS

(a) Necessary conditions for a successful school: (1) Location, (2) School building, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course of study, (6) Supervision, (7) School records. (b) The school authorities: (1) The teacher,—his authority, motives, qualifications, duties, advantages, tact, etc, (2) The school board—legal relations to the school and the community. (c) The school at work: (1) Study—Aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) Recitation, meaning, aims, requisites, methods. (3) Recreation—regulated—unregulated. (d) School government: (1) Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices. (e) Moral training: (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Materials for moral instruction, (6) School hygiene.

Method.—Two methods are employed in the recitations, viz: The discussion of an adopted text and reports upon topics for special investigation. Dutton's School Management is adopted as a text, supplemented by White's discussion of the subject.

OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kindergarten gifts and occupations, and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with number. Observation and helping are continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Consecutive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least two weeks. Practice in the preparation of material and apparatus for class work together with features of school management.

SOCIOLOGY

Sociology is an essential to a complete Normal course. "Sociology is an attempt to account for the origin, growth, structure and activities of society by the operation of physical, vital, and psychical causes working together in a process of evolution." From this definition, sociology

is a general science binding many special sciences together. By a study of this science, therefore, the student will acquire a breadth of scholarship that he would not otherwise possess. The social aim is the highest aim of the school and cannot be fully appreciated without a careful and thorough study of society. Morover, the school itself is a social unit. It is conditioned and controlled by the same principles as the larger unit—the state. If the school is an institution which prepares the individual for society, then it should be made as near like real social life as possible. It is thus that sociology becomes helpful to the professional student.

Academic Department

MATHEMATICS

Arithmetic

The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view of thoroughness and improvement in methods. Three phases of the work are brought out: the mechanical, the philosophical and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view, all processes, as such, are explained and their relations pointed out. Special emphasis is placed on the practical side of the subject. That method and that form of the subject matter are used that will be of most benefit in after life and future study. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

Algebra

The course in Algebra consists of three terms' work. Pupils are not allowed to proceed until they thoroughly master each step as presented. Special attention is given to the grammatical and logical forms of analysis. The discovery of new forms for the application of an old principle is especially characteristic of the instruction. How to read and how to write algebraic conceptions correctly is another feature of importance in the instruction. Wentworth is followed as a text, but a great deal of supplementary work is introduced.

Geometry

Wentworth's Plane, Solid and Spherical Geometry is used as a text. One-third of the time is devoted to original problems.

Method.—Two aims are kept constantly in view: To familiarize the student with the deductive form of

reasoning and to form the habit of precise, independent thinking. While the several types of reasoning are to be followed, the spirit of originality is fostered as far as possible. By changing the lettering and the position of the figures, pupils are prevented from memorizing the mere word forms. The best forms for geometrical notation are discussed and required in reviews and original work.

TRIGONOMETRY

One-half term's work is required in this branch. The outline and method of work are substantially the same as that given in Wentworth, which is followed as a text.

ENGLISH

The fundamental aims in the academic work of the English department are to strengthen the appreciation and love of literature, and to teach the student to express himself in adequate English. The first of these is approached by teaching the student what he should demand of different types of novels, poems, dramas and essays, and by familiarizing him, through reading and study, with books which answer standard requirements. The second aim includes oral and written composition, and the more unconscious but equally valuable informal class discussion of various subjects. Four formal themes a month are required in each of the first four years of the course, one recitation a week being devoted to the reading and to the criticism of themes and models, the writing of short compositions in class and the discussion of material for such exercises.

In the fifth year a teacher's course in the study of the English language is given, together with work in special methods of teaching English. The following is a syllabus of the work required.

FIRST YEAR

I. *Rhetoric:* 1. The Nature of Expression. 2. The Theory and Art of Theme Writing. 3. Letter Writing. 4. Poetic Composition. "Brooks and Hubbard" is suggested as a typical text.

II. *Ability to Write English.*

III. *A Knowledge of Classics:* 1. Short Stories from Hawthorne, Poe, or Kipling. 2. A Ballad—Ancient Mariner, Sohrab and Rustum, or an extract from The Odyssey. 3. A Narrative Poem from Scott or Longfellow. 4. A Shakespeare Play—Julius Caesar, Twelfth Night, or As You Like It

An extended knowledge of one of each of these four forms is required, such as results from an intensive study of them for passing a formal examination. A general reading acquaintance is required of one other of each of these classics.

SECOND YEAR

I. *Rhetoric:* Language as a medium through which ideas and thoughts are expressed—Description, Narration, Exposition, and Argument. "Brooks and Hubbard" will serve also as a standard of thoroughness on these topics.

II. *Ability to Write English.*

III. *A Knowledge of English Classics:* Silas Marner, Sir Roger DeCoverley Papers, Merchant of Venice, or Henry V., Vicar of Wakefield, DeQuincy's English Mail Coach, Ruskin's Sesame and Lilies, Macaulay's Lays of Ancient Rome.

An intensive study of five of the above and a general reading knowledge of the remainder, is required

THIRD YEAR

I. *History of American Literature:* Newcomer is suggested as a text.

II. *Ability to write Formal Themes.*

III. *A Knowledge of American Literature:* 1. Franklin's Autobiography. 2. Washington's Farewell Address. 3. Webster's Bunker Hill Oration. 4. Irving's Sketch Book. 5. Bryant's Poems (selected). 6. One Essay from Emerson. 7. Holmes' Poems (selected). 8. Hawthorne's Short Stories: Marble Faun, or House of Seven Gables. 9. Longfellow's Poems (selected). 10. Lowell's Poems (selected). 11. Whittier's Poems (selected). 12. Short Stories from Poe. 13. One Novel from Cooper.

An intensive knowledge of eight of the above and a general reading knowledge of the others, is required.

FOURTH YEAR

I. *History of English Literature:* Such as suggested by Halleck's Text.

II. *Ability to write Formal Themes,*

III. *Knowledge of English Literature:* 1. Milton's Minor Poems. 2. Burke's Speech of Conciliation. 3. Macaulay's Life of John-

son. 4. Tennyson's Idylls (selected). 5. Shakespeare's Macbeth, Hamlet, or King Lear.

An intensive study of all the above, is required. The general reading for this period is left to the discretion of the student or teacher.

"Ability to write English" arises from constant practice. In order to develop this, at least one theme per week is required.

Equivalent Classics to the above may be selected for study and tests, but the selection must be confined to those named by the committee on "College Entrance Requirements in English" for 1906-1911.

By an "Intensive Study" of a classic is meant the following: (1) Its classification. (2) The study of the piece as an end within itself. (3) Its intrinsic function or aim as designed by the author. (4) Its indirect functions of which it is capable in regard to the various lessons of life. (5) The Plot—Main incidents. Climax—Unity, etc. (6) Characters — Names — distinguishing characteristic, considered statically or from the standpoint of development. (7) Setting—Time and place. (8) Style—General qualities, diction, figures of speech. (9) Allusion—Historic, mythological, etc. (10) Meter—if poetry. (11) Memory selections. (12) Life and characteristics of the author.

By the "Reading Knowledge" of a classic is meant: (1) A general knowledge of the author. (2) A general knowledge of the setting, situation, character, and plot. (3) An appreciation of the teaching and sentiment of the selection.

The time, quantity, and efficiency elements are all provided for in the above outline. The time is indicated by the years, which should consist of five forty-five minute recitations a week for a period of thirty-six weeks or its equivalent. The quantity of material is made quite definite. In the judgment of the writer, the efficiency required should be indicated by at least an eighty-five per cent (85%) grade.

FIFTH YEAR

English Reviewed with a view of Teaching it. 1. Story Telling. 2. The Psychology of Language. 3. Language Motives. 4. Principles of Language teaching. 5. Language Values. 6. Talking and writing in the various grades. 7. Forms and devices for Language Exercises. 8. Grammar Reviewed.

OUTLINE

Course In English Grammar

A. *Origin of Language.* (1) Definition of Articulation (see dictionary). (2) Development of Speech, (a) Expression of emotion —joy, pain, fear, etc. (b) Class names. (c) Individual names. (d) Influence of Place, Occupation, etc., on growth of Language.

B. *History and Derivation of the English Language.* (1) Aryan Parentage: (a) Original meaning of word Aryan. (b) Second meaning of word Aryan. (c) Present meaning of word Aryan. (2) Construction of diagram of Aryan trunk with branches and off-shoots.

(Texts for C., D. and E. and History of English Language. Most English Grammars give a *final* chapter on the History of the English language. Longman's English Grammar is a satisfactory text.)

C. *Composite Character of the English Language* 1. Table showing Race Elements:

I. Aryan
- Keltic
 - Scotch
 - Irish
 - Welsh
- Teuton
 - Saxon
 - Dane
 - Norman

2. List of proportionate number of Latin, Greek and Saxon words in English Vocabulary: 60% Saxon, 30% Latin, 5% Greek, 5% Various Sources. 3. Explanation of causes of words added: (a) From Latin language. (b) From French language. 4. Explanation of Doublets (pairs of words from same roots).

D. *Inflections* 1. Plurals: (a) Endings, and (b) formed by change of vowel. 2. Gender. 3. Case. 4. Comparisons. 5. Persons.

E. *Word Study.* I. 1. Roots, 2. Prefixes, 3. Suffixes, 4. Derivatives, with Definitions and Explanations. 5. Words formed by Composition. 6. Exercises in recognition, understanding of meaning and in use of above.

F. *Phonology* (a) Definitions of Phonology, Sound, Tone, Noise, Voice, Speech. (b) Classification of alphabet sounds on basis of amount of vocal tone: Vocals, Sub-vocals, Aspirants

(with definitions). Classification of alphabet sounds on basis of articulating organs used: Labial, Palatal, Lingual (with definitions). Classification of alphabet sounds on number of elements involved: Elementary, Compound (with definitions.) (c) Classification of alphabet letters: Vowels, Consonants, Diphthongs, Diagraphs, Triagraphs, Cognates, Phonograms (with definitions). (d) Study of alphabet Sounds and Letters: 1. Number of letters; Number of sounds. 2. Vowels: phonetic marks. 3. Consonants: hard, soft, silent, etc.

G. *Orthography.* (Text—Reed). (1) Rules for spelling. (2) Advantages of grouping work for spelling according to number of syllables, hononyms, sound and rhythm, derivation, difficulty, synonyms, occupation (3) Argument for and against use of spelling text. (4) Methods of instruction in spelling.

H. *Good Use.* (1) Standard of Usage. (Explanation and liberal illustration.) (2) Violations: Reputable, National, Present (give definition and kinds. For these definitions consult any rhetoric-chapter on diction). (3) Difficulties and Common Errors; Classification—Use of Shall and Will; Use of Like; Erroneous forms of verbs; Cases of pronouns; Grammatical agreement; This and These, That and Those; Most and Almost; Position of adverbs: Only, etc.; Correlative words; Split infinitives; Possessive with verbal noun; "Dangling Participles," etc.

I. *Grammar* (a) Its Scope: The sentence as a whole; Relations of its parts to each other; Idiomatic expressions. (b) Sentences. 1. Classes: (*a*) on basis of thought (grammar); (*b*) on basis of form (rhetoric). (c) 1. Classes; (2) Use, or function. (d) Phrases: 1. Classes; 2. Use. (e) Arrangement: 1. Natural; 2. Inverted. (f) Punctuation and capitalization. (g) Parts of Speech: 1. Outlines showing properties of nouns, adjectives, verbs, adverbs, and classes of pronouns. 2. Tables showing parts of speech and sub classifications. 3. Words used as different parts of speech: what, as, like, but, that. 4. Study of infinitive, conjugations, and declensions 5. Parsing. 6. Analysis of Sentences: Elements of words, phrases, and clauses; classification of elements. *(a)* Word elements may be: Subject, object, attribute, verb, adjective modified (adjective, participle, appositions, possession,) adverb modified—connective—independent. *(b)* Phrase Elements may be: Subject (infin.), object (infin.), attribute (infin. of prep. phrase), adjective modified, adverbial modification of prepositional phrase. *(c)* Clause elements may be: Subject, object, attribute, adjective and adverbial modifiers (Give analysis by diagram). (h) Syntax: 1. Definition. 2. Rules. *(a)* case; *(b)* agreement; *(c)* use. 3. Exercises for correction.

ELOCUTION

The aim of this department is to acquaint the student with principles underlying reading and public speaking. Scientific methods of voice and bodily expression are clearly defined. The object of every recitation is to develop conversational directness, earnestness, and dignity of address.

Practical work in the various forms of speech, narration, description, impersonation, exposition and argumentation are diligently drilled upon. Two classics a year are read and important parts committed.

Students are given private drill upon parts assigned for literary societies. Class plays and entertainments are under the direction of the head of this department.

OTHER LANGUAGES

The value of the Spanish language to all Americans is making itself felt, but to the people of New Mexico, where a large percentage are Spanish speaking people, it is almost a necessity.

SPANISH

The course in the Normal aims to be thorough and practical, great stress being laid upon correct pronunciation and correct use of sentences in conversation. The recitations are conducted in Spanish, except in cases where the use of English is necessary for the proper understanding of the context, as it is deemed equally, if not more essential, to train the ear to the sound of the language than to train the tongue and eye to the use and form of it.

A systematic and practical study of the verb occupies a prominent part in the recitation. Every person in the conjugations is introduced by a complete sentence, followed by a verb drill by which each student is trained to form conversational sentences in the tense and person required.

All reading matter is first translated to see that it is understood, then a general conversation on the same

is held, and all questions asked by the teacher required to be answered in Spanish by the pupils.

The following textbooks are used in the course:

First Year—Marion y Des Garennes: Introduccion a la Lengua Castellana. Worman: First and Second Spanish Books.

Second Year—Giese: A First Spanish Book and Reader. Cortina: Despues de la Lluvia el Sol (comedia); El Indiano (comedia). Bransby: A Spanish Reader (stories and fables). Caballero: La Familia de Alvereda (novela).

LATIN

One-third of the English language being derived from Latin and much of that third without change, a knowledge of Latin is of great value to the student of English. In the study of this subject much attention is given to the vital relation between Latin and English. The structure of the Latin language itself is carefully studied.

The following is an outline of the work: First year Latin, Collar and Daniell; Drill of declensions, conjugations, pronunciation and elementary exercises in translating from Latin to English and from English to Latin, selections from Roman traditions and history.

Second year Latin, Caesar's Gallic War; a careful study of grammatical structure of the first four books of Caesar, also Latin prose composition and syntax.

Third year Latin, Cicero's Orations, including the four against Cataline, and the Port Archias or the Impeachment of Verres. Especial attention is given to conditional sentences in the prose composition work of this year.

Fourth year Latin, Virgil's Æneid, including a careful study of poetic feet and scansion.

HISTORY AND CIVICS

The course in History is arranged with a view of emphasizing the following important aims: (1) To supply pupils with a store of valuable historical information. (2) To bring them to an appreciation of present duties and responsibilities by a study of the growth of individual liberty and governmental institutions and the individual's relation to this growth. (3) To awaken in them, at the same time, the love of historical reading and the skill in discovering essential elements in historical material.

HISTORY

The first semester of the third year is devoted to the study of Ancient History. Beginning the study with the earliest efforts of man to meet his increasing social needs by governmental organization, the rise and fall of ancient nations will be traced, the work extending to the Fall of Rome.

ANCIENT HISTORY

This course follows the course in Ancient History and continues throughout the second semester of the third year. In the study of the Middle Ages special effort will be made to discover the germs of political movements of modern times and the influence of Mediæval institutions on subsequent governmental developments.

MEDIÆVAL AND MODERN HISTORY

The essential feature in the study of the history of Modern Europe will be the growth of the democratic idea in government.

While this course is so arranged that the student may acquire a general idea of American History, special emphasis will be placed upon those movements in our history which have resulted in permanently affecting our governmental system. This course, together with civics, will run throughout the en-

UNITED STATES HISTORY

tire fourth year. Montgomery's Student's American History will be used as a guide, in the subject, supplemented by a departmental library of about 800 volumes, containing many of the latest and best reference books on the subject. A great amount of collateral reading and reports will be required.

CIVICS

This course is intended for those pupils completing the subject of American History. It is quite important that the pupils, and especially those intending to teach, should be thoroughly acquainted with the workings of local government. This feature of the course will be properly emphasized.

In the study of our national government the historical method will be used as far as expedient. To aid the pupil in this, a series of "Suggestive Questions" will be offered. These questions will often go quite outside of the text with the purpose of leading the pupil into research work and training him to gather, from scattered sources, material bearing on the point to be emphasized.

CURRENT HISTORY

Throughout the fourth year, one hour per week will be devoted to the study of current history. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupils may get points of interest, and prepare to discuss them before the class. The instructor acts as chairman and guides them in the discussion.

NATURE STUDIES

PHYSIOGRAPHY

The purpose of the study of physiography is to gain a clear concept of the surface of the earth and the influence upon man of each characteristic area. Physiography and geography stand in numerous important relations to other studies. There can be no history without them in the real world. History and literature

deal with the same mountains, rivers, plains, and valleys, giving graphic pictures. Davis' Elementary Physical Geography is used as a guide in the study of the subject.

Chalk modeling, the new method of map drawing, is taught in connection with physiography. The map is drawn with crayon to represent surface in relief, giving much of the effect of an engraving or photograph of a relief map, yet intrinsically more truthful and artistic than any such representation could be.

CHALK MODELING

There are no lines drawn in this map that contradict or confuse the meaning. It represents direction. Each line has its own particular meaning. Applied to land surface, a vertical line means a perpendicular mountain or side wall of a plateau, horizontal lines indicate level areas, and oblique lines a sloping surface.

Until recently this map has not been available for general use, except as each teacher made his or her own. It is, however, the ideal way of teaching. To draw a map of a continent or a section of it, as is required, in order to illustrate or emphasize any particular point before a class, adds much to the interest of the lesson and to the adequacy of the concept gained by the pupil. Each student is directed how to make a permanent set of these maps, which become his own private property.

Biology runs fifty-seven weeks, five hours per week, the work being unified as far as possible. The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal kingdoms. Certain types are studied with considerable detail, but the work is comparative throughout and the great generalizations of biological science are not neg-

BIOLOGY

lected. Text book, lecture and laboratory methods are combined; frequently field excursions are substituted for laboratory work. Lecture and laboratory notes, original drawings, and descriptions are preserved in permanent notebooks. A well equipped stereopticon is used to illustrate the subject.

BOTANY

The course in Botany is considered as follows:

First—Bailey's text is used as a guide. Especial attention is given to the study of how plants feed; the sap current; crosses; hybrids; pollination; plant propagation; plant seeding; grafting; diseases of plants, etc.

Second—The identification of one hundred plants is required.

Third—"Principles of American Forestry," by Green, is used as a text. In this work we consider: Forest influences; forest regeneration; nursery practice; forest production; forest problems; forest economics, etc.

ZOOLOGY

The work in Zoology is done as follows:

First—We study Davenport's Zoology as a text. Especial attention is given to zoological laws; struggle for existence; variation; habitat; and the economic value of the animals studied is determined.

Second—A text on "Practical Agriculture" by Wilkinson is used. In this we make a special study of the friends and enemies of plants and the methods of spraying.

The course offered in physiology is a combination course in physiology, hygiene and sanitation. Emphasis is placed upon physiology of the organs; personal hygiene; community hygiene; cause of disease; the way by which germ diseases are transmitted; the defense against disease; the signification of vacci-

ADVANCED PHYSIOLOGY

nation, isolation and quarantine; the reason for the inspection of water, milk, and food supply; the schoolroom hygiene and sanitation.

PHYSICS

The course in physics continues throughout the junior year. The method of instruction is a combination of laboratory work and recitation, together with occasional lectures and demonstrations. Each student is required to keep a notebook in which he writes a description of all experiments performed. The textbook is changed frequently in this subject as well as in all the other sciences and subjects, in order to keep in touch with the latest scientific discoveries.

CHEMISTRY

General chemistry is taught throughout the senior year. The work is strictly laboratory, the pupils being required to perform the experiments individually. The course prepares for qualitative analysis and assaying.

MANUAL TRAINING

A new course in Manual Training was introduced last year. The instructor made a serious attempt to combine the good features found in the Swedish Sloyd system and the Russian system and apply them to American conditions.

The course in woodwork begins in the seventh grade and continues for four years, one hour per day and five days per week. The course is intended for pupils who have had no previous experience with woodworking tools. It is planned to develop the subject in a systematic manner in harmony with well established pedagogic principles. The lessons for the two years consist in instruction in tool usage, followed by a large variety of designs for articles useful in the home. The lessons for the last two years are intended to give a drill system, careful forethought, and intelligent perseverence which will be of great value to any pupil, either

boy or girl, and will repay the effort, even though the pupil may never use such tools after leaving school.

ART COURSE

The aim in the Art Room is to develop a greater appreciation of beauty and to offer opportunities for the expression of creative ideas.

Believing that one must love the thing to be painted if the result attained is desirable, effort is made to introduce beautiful objects, pictures, color, etc., and to foster a sense of enjoyment in art work as one of the most important elements in expressing fine feeling and taste. Skill follows delight in the thing itself, and technical qualities are reached through effort adequately to clothe a beautiful thought.

Various branches of art education are carried forward, viz., Drawing of plants, flowers, fruits, and vegetables in line and color, both for pictorial and decorative purposes. Objects singly and in groups are studied for line, tone, and color. Lettering is used in practical ways. Sufficient constructive or mechanical drawing is covered to enable students to make working drawings, or to work from them in wood or other material.

Designs are made, suitable for the ornamentation or creation of simple household articles, using both mechanical and plant form units. Color theory as related to pigments and color classification from birds, minerals, flowers, etc., contribute much of interest, while the use of color through Crayola, watercolor, and tone relationships in black and white gives practical knowledge of art and methods of work.

Parallel and angular perspectives are developed through the study of buildings, streets, and rectangular objects. One of the most interesting branches of the work is the study of the figure for general proportion and action. The pose usually represents a character suitable for an illustration or a picture.

For the sake of professional acquaintance with the best published helps in teaching art, a rapid review is given of such courses as that of the "Prang," "Parallel," and "School Arts Book."

MUSIC

The course in vocal music is extended throughout the year and is included in both Academic and Professional courses of study. The work embraces the fundamental rudiments, tonation, sight-reading, ear-training, elements of harmony, history of music, and chorus singing. Written class work, consisting of exercises in the different keys, time, chromatics, and ear training, is a strong feature of the course.

Exceptional advantages in glee club and quartet work are offered outside the regular courses.

Private lessons, both vocal and piano, are offered at reasonable rates. Regular daily practice hours may be arranged for at the dormitory.

THE BUSINESS COURSE

The Business Course of this school is four years in length. The first two years' work is very similar to that required of academic students, the idea being to thoroughly ground the pupils in the knowledge of the common branches of learning. The last two years are distinctly commercial.

One of the most essential requirements is the ability to write correct English, the ability to render quick, accurate arithmetical calculations, and to spell well.

The work in Bookkeeping requires one year in the Business Course. The aim is to familiarize the student with the general principles of double entry bookkeeping, and with such business forms as are common to ordinary commercial transactions.

BOOKKEEPING

Special sets are given in retail grocery business, retail lumber, shipping, commission, jobbing and manufacturing.

SHORTHAND AND TYPEWRITING

The Eclectic and Gregg systems are taught. First Course: Shorthand principles, Shorthand dictation, Orthography, Typewriting two hours a day, Penmanship drill, Punctuation, and Capitalization. Second Course: Shorthand from dictation, Shorthand (speed), Letter writing, Orthography, Introduction to American Literature, Typewriting two hours a day, Punctuation, Capitalization, and Paragraphing. Third Course: Shorthand (speed), Court reporting, Miscellaneous dictation, Office work, Typewriting two hours a day, etc. It requires one year to complete the entire course in shorthand.

COMMERCIAL LAW

Twenty weeks are given to this subject. Contract, Sales, Negotiable Instruments, Agency, Bailments, Partnerships, Corporations, Insurance, Real Property, and Courts and their Jurisdiction, are the subjects treated from a business standpoint. Gano is used as a text.

Catalogue

CATALOGUE

ALUMNI

Class of 1895

Eckles. Belle (teacher).....Silver City, N. M.

Class of 1896

Bailey, Alice (Mrs. Horace Moses).....Silver City, N. M.
Biggs, Maud (Mrs. Stratton).....Silver City, N. M.
Clayton, Addie (Mrs. Mack).....Bakersfield, Cal.
Schutz, Clara (Mrs. Stern).....Las Vegas, N. M.
Upton, Cusie (Mrs. Munson).....Deming, N. M.
Warren, Eugene (insurance).....St. Louis, Mo.

Class of 1897

Abraham, Esther (Mrs. B. F. Copp).....Silver City, N. M.
Brownell, Lavinia (Mrs. Knapp).....Phippan, Saskatchawan
Cain, Ida (trained nurse).....Silver City, N. M.
Gaddis, Bella (Mrs. Cox).....Silver City, N. M.
Hughes, I. H., A.B.....
Hill, Charles E. (Minister).....Waterloo, Ohio
Marble, Emma (Mrs. Muir).....Lordsburg, N. M.
Moss, Ida (Mrs. Bailey).....Pacific Grove, Cal.
Swan, M. Elizabeth (teacher).....Lordsburg, N. M.
Shelly, May (Mrs. Rice).....Cliff, N. M.

Class of 1898

Casey, Edith (Mrs. C. P. Cramer) Adv. Course.....Fierro, N. M.
Decker, W. H. (principal of schools).....Altus, Okla.
Koch, W. E. (teacher).....Benton Harbor, Mich.
Moss, Dolores (teacher).....
Powel, Winnifred (Mrs. Shore).....Los Angeles, Cal.
Rutherford, Laura (Mrs. McDonald).....Wenden, Arizona
Whitehill, Olive (Mrs. Bell).....Faywood, N. M.
*Troy, Olive (Mrs. Miller).....Raton, N. M.

*Deceased.

Class of 1899

Bayne, A LeRoy (merchant).....Silver City. N. M.
Casey, Blanche (Mrs. Boulware).....Silver City, N. M.
Chenowth, Ivy (Mrs. Bisbee).....Rodeo, N. M.
Cox, Lucy (Mrs Clark).....Cliff, N. M.
Decker, Myrtle (teacher) Adv. Course.....Deming, N. M.

Koch, W. E., Adv. Course.....Benton Harbor, Mich.
Miller, Cora.....Cliff, N. M.
Sowers, Edward, Academic Course..... Chacala, Sinaloa, Mexico
Werney, Lillian..... Marquette, Mich.

CLASS OF 1900

Bayne, A. LeRoy, Adv. Course.....Silver City, N. M.
Link, Clarence (teacher)..... Central, N. M.
McGregor, Eva (teacher) Hawaiian Islands
Osmer, Grace (Mrs. Brown)..... Deming, N. M.
Raithel, Barbara (teacher).....Deming, N. M.
Swartz, Keturah (teacher).....Nappanee, Ind.
Sipe, Elizabeth (Mrs. Wilson)..... Goodnight, Texas
Wolford, Miriam (Mrs. Herbert Smith).....Silver City, N. M.

CLASS OF 1901

Crawford, Perry (mining).....Silver City, N. M.
Moses, Ben J. (student)..... Berkeley, Cal.

CLASS OF 1902

Alexander, Dean (clerk) Academic..... Silver City, N. M.
Cosgrove, Eugene (merchant) Academic.....Silver City, N. M.
Crawford, Kate (florist).....Silver City, N. M.
Eckles, Mary (teacher)..... New Mexico Normal School
Gill, Mary (teacher).....Silver City, N. M.
McGregor, Elsie (teacher).....Albuquerque, N. M.
Parks, Pearl (Mrs. Metcalf)..... Mesilla Park, N. M.
Page, Edna (Mrs. Herndon)..... Santa Rita, N. M.
Schutz, Etta (Mrs. Warren).....Silver City, N. M.
Tustin, Marie (teacher)..... Dwyer, N. M.
Upchurch, Clara (Mrs. Trevarrow).....Silver City, N. M.
Williams, Mertie (clerk).....Silver City, N. M.
Whitehill, Carrie (clerk).....Silver City, N. M.
Manville, Lela..... New Mexico Normal School

CLASS OF 1903

Gifford, Douglas, (clerk) Academic..... El Paso, Texas
Rogers, Gussie (Mrs. Ralph Ellis).....Clifton. Arizona
Utter, Florence (Mrs. Clyde Jones).....Silver City, N. M.

CLASS OF 1904

Bunker, Alice (Mrs. Blair) San Jacinto, Cal.
Chenowth, Ola (Mrs. Robert Martyr).....Metcalf, Arizona
Fait, Fannie (Mrs. Leake).....Phoenix, Ariz.
Geitz, Henry (clerk) Academic.....Silver City, N. M.
Hobart, Edmund..... Clifton, Arizona
*Wiley, Gertrude.....Silver City, N. M.

*Deceased.

CLASS OF 1905

Boone, Aubrey (teacher)..... Silver City, N. M.
Barnes, Inez.....Silver City, N. M.
Thwaits, Lucy (Mrs. A. LeRoy Bayne).....Silver City, N. M.
Moore, Irwin, Academic.....Mogollon, N. M.
Porterfield, Wilson (student).....Leland Stanford Univ.
Utter, George.....Silver City, N. M.

CLASS OF 1906

Abraham, Lottie (Mrs. Hill).....Silver City, N. M.
Cosgrove, Inez (teacher).....Roswell, N. M.
Hager, Maud (Mrs. Trevarrow).....Santa Rita, N. M.
Legros, Alice (Mrs. Huff)..... Santa Rita, N. M.
Light, Frank (student), Academic..... . Oxford, England
Parks, Mabel (teacher)..... Lake Valley, N. M.
Upchurch, Ludie (teacher)..... New Mexico Normal School
Utter, Helen (Mrs. George Gordon).....Port Jervis, N. J.
Watson, Dorothy (teacher)..... Pinos Altos, N. M.
Young, Lillian (Mrs. John Thompson) Silver City, N. M.

CLASS OF 1907

Boone, Alma (teacher)..... .Silver City, N. M.
Barnes, Margaret (Mrs. Ritter).....Lordsburg, N. M.
Crawford, Hazel..... Silver City, N. M.
Colson, Hattie (teacher)..... Mimbres, N. M.
Cosgrove, Maude (student Univ. Colorado)..... Silver City, N. M.
House, Florence (teacher).... Douglas, Arizona
McGregor, Iana (teacher)..... Fierro, N. M.
Schutz, Emma (student Pomona College).....Claremont, Cal.
Thompson, Eunice (Mrs. Bloodgood) Kingston, N. M.

CLASS OF 1908

Cumbee, Annie (teacher).....Dona Ana, N. M.
Haggerson, Edna (teacher)..... . .Silver City, N. M.
Hermann, Herbert Globe, Arizona
Hughes, Michael (student)..... .Ann Arbor, Mich.
Kirkpatrick, Sidney (student) Agricultural College, N. M.
Laughlin, Nellie.....Leopold, N. M.
McCulloch, Nannie.....Silver City, N. M.
Minor, Julia.....Pratt, N. M.
Oakes, Ernestine (teacher) Silver City, N. M.
Porterfield, Melvin (student)..... Ann Arbor, Mich.
Shoemaker, C. C. Jr. (student).....Leland Stanford University
Thomas, Mary..... Silver City, N. M.
Tidy, Josephine.....Silver City, N. M.
Wohlgemuth, Barbara (teacher).... Douglas, Arizona

CLASS OF 1909.

Banks, Maggie.....Silver City, N. M.
Bartlett, Ruby..... Silver City, N. M.
Lee, Alice (teacher)..... Lake Valley, N. M.

Oakes, Ernestine (professional course)..... ..Silver City, N. M.
Scott, Annie.....Silver City, N. M.
Thwaits, Lenore (teacher).... Santa Rita, N. M.
Watson, Nellie..... Pinos Altos, N. M.

STUDENTS WHO HAVE COMPLETED FOUR YEARS' WORK OR MORE.

Coon, Stanley.....Lordsburg, N. M.
Dawson, Joe... Arey, N. M.
Hoy, Sadie.....Rincon, N. M.
Kilburn, Hattie.....Silver City, N. M.
Light, Nina.....Silver City, N. M.
Larson, Lillian.....Deming, N. M.
Oakes, Ethel.....Silver City, N. M.
Upchurch, Eva.....Silver City, N. M.
Williams, Eva.....Silver City, N. M.

STUDENTS WHO HAVE COMPLETED THREE YEARS' WORK OR MORE.

Baird, Lucy.....Carlsbad, N. M.
Cumbee, Agnes..... Silver City, N. M.
Chenowth, Frances Steins, N. M.
Chenowth, Eula Steins, N. M.
Dollman, Evangeline.....Silver City, N. M.
Gunter, J. B..... Estancia, N. M.
Guerrero, Fortunata.....Pinos Altos, N. M.
Hinman, Gifford.....Silver City, N. M.
Heather, Alice.....Silver City, N. M.
Haggerson, Hazel..... Silver City, N. M.
Rosenfeld, George.....Silver City, N. M.
Roy, Eugenia..... Roy, N. M.
Sully, Kenneth.....Silver City, N. M.
Sitko, Florence.....Dawson, N. M.
Thwaits, Kate.....Silver City, N. M.
Ward, Roy.....Silver City, N. M.

STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE.

Abraham, Sadie Silver City, N. M.
Barnard, Pearl..... Santa Rita, N. M.
Bartlett, Philip.....Silver City, N. M.
Cumbee, Elenora.....Silver City, N. M.
Cooper, Allie May.....Tyrone, N. M.
Dimmick, Hazel.....Silver City, N. M.
Downey, Julian..... Silver City, N. M.
Foote, Marguerite.....Silver City, N. M.
Faust, Justine..... Deming, N. M.
Gouin, Frank..... Silver City, N. M.
Gardner, Albert..... Alba, Mo.
Jackson, Pearl.....Pinos Altos, N. M.
Kirkpatrick, Florence.....Los Palomas, N M.
Middleton, Bessie.....Silver City, N. M.

Murray, Ruth.....Silver City, N. M.
Oakes, Muriel.....Silver City, N. M.
Pennewill, Nadine.....Silver City, N. M.
Sturdevant, Beth.....Silver City, N. M.
Thomason, Jesse.....Ft. Bayard, N. M.
Ward, William.....Silver City, N. M.
Wachenhausen, Shirley.....Silver City, N. M.

STUDENT'S WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE.

Apadaca, Miguil.....Cuchillo, N. M.
Barnes, Virginia.....Silver City, N. M.
Blackwell, John.....Silver City, N. M.
Comer, Bessie.....San Marcial, N. M.
Crawford, Louise.....Silver City, N. M.
Cureton, Elsie.....Lordsburg, N. M.
Eckard, Sallie.....Pinos Altos. N. M.
Gonzales, Mary.....Silver City, N. M.
Gardiner, Leland.....Magdalena, N. M
Gammon, Mabel.....Lordsburg, N. M.
House, Lillian.....Douglas, Arizona
Hann, Linda.....Silver City, N. M.
Jones, Mary.....Silver City, N. M.
Kerr, John.....Mogollon, N. M.
Sully, Agnes.....Silver City, N. M.
Utter, Livingston.....Silver City, N. M.
Walton, Leona.....Silver City, N. M.

STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK.

Ake, Tempe.....Silver City, N. M.
Boone, Etho.....Silver City, N. M.
Card, Catherine.....Silver City, N. M.
Carter, Vera.....Silver City, N. M.
Cureton, Edgar.....Lordsburg, N. M.
Harsh, Gladys.....Silver City, N. M.
Hodges. Joe.....Puerto, N. M.
Lee, Winnifred.....Pinos Altos, N. M.
Milliken, May.....Silver City, N. M.
Moss, Mary.....Cliff, N. M.
Prevost, Otto.....White Signal, N. M.
Woodward, Clarence.....Silver City, N. M.
White, Lillian.....Silver City, N. M.
Watkins, May.....Pinos Altos, N. M.

SPECIAL STUDENTS.

Atterbery, Alice.....Artesia, N. M.
Ake, Ruby.....Silver City, N. M.
Card, Charles.....Silver City, N. M.
Card, Emma.....Silver City, N. M.

Fleming, Leslie.....Silver City, M. M.
Field, Irene.....Silver City, N. M.
Grumbles, Lula.....Moriarty, N. M.
Harwell, Gorden.....Las Cruces, N. M.
Harsh, Frances.....Silver City, N. M.
Hoy, Jessie.....Rincon, N. M.
Hawkins, Mattie.....Mountainair, N. M.
Heather, Mae.....Silver City, N. M.
Ina Marriott.....Silver City, N. M.
Redding, Ruby.....Las Cruces, N. M.
St.Clair, Pearl.....Silver City, N. M.
Smith, Mrs. Miriam.....San Marcial, N. M.
Young, Lizzie.....San Diego, Cal.

CORRESPONDENCE STUDENTS

Attebery, Alice.....Artesia, N. M.
Barrett, W. T.....Knowles, N. M.
Beals, Pattie.....Engle, N. M.
Bonham, Violet.....Deming, N. M.
Brewer, E. L.....Hope, N. M.
Burns, Katherine.....Clovis, N. M.
Butler, Mattie, Mrs.....Raton, N. M.
Daley, C. L.....Carlsbad, N. M.
Fountain, May.....Eden Valley, N. M.
Frey, Mrs. S. A.....Leopold, N. M.
Ferrell, Elizabeth.....Central, N. M.
Givens, Alma.....Artesia, N. M.
Griffin, V. L.....Carlsbad, N. M.
Grove, P. A.....Melrose, N. M.
Haskett, Mary E.....Anthony, N. M.
Hitchens, Janie.....Cooks, N. M.
Hinds, Roy C.....Claude, N. M.
Joseph, Sister Mary.....Mesilla, N. M.
Kellar, Nora.....Redland, N. M.
Lowry, Mrs. Eva H.....Albuquerque, N. M.
McFarland, W. B.....Silver City, N. M.
Munson, Mrs. Katherine.....Deming, N. M.
Murray, Lulu.....Blacktower, N. M.
Redding, Vivian.....Mimbres, N. M.
Stecker, Mrs. Alle.....Deming, N. M.
Virden, Mrs. Lizzie.....Alamogordo, N. M.
Young, Elizabeth.....San Diego, Cal.

SUMMER SCHOOL, 1909

Aten, Frances.....Carlsbad, N. M.
Attebery, Alice.....Artesia, N. M.
Anderworth, Emma.....Malaga, N. M.

Anderworth, Katherine Malaga, N. M.
Armijo, Dolores L Albuquerque, N. M.
Burkette, Gertrude Uvalde, Texas
Bartlett, Ruby Silver City, N. M.
Beals, Pattie Lake Valley, N. M.
Boone, Aubrey Silver City, N. M.
Boone, Alma Silver City, N. M.
Conn, Ally Howard Deming, N. M.
Chenowth, Ula Steins, N. M.
Crawford, J. H Estancia, N. M.
Clark, J. V Albuquerque, N. M.
Cumbee, Annie Silver City, N. M.
Dishman, Bessie Corona, N. M.
Eckles, Belle Silver City, N. M.
Evangelist, Sister Mesilla, N. M.
Freckman, Beth Fort Bayard, N. M.
Gill, Mary Silver City, N. M.
Gunter, J. B Estancia, N. M.
Griffin, Mrs. C. F Carlsbad, N. M.
Higdon, Leo Santa Rita, N. M.
Johnson, Anna Carlsbad, N. M.
Jackson, Lillian Pinos Altos, N. M.
Joseph, Sister Mary Mesilla, N. M.
Jackson, Mrs. Elizabeth R Silver City, N. M.
Kennedy, Dagmar Mogollon, N. M.
Kurtz, Minnie Artesia, N. M.
Ludwick, Ira J Duran, N. M.
Laughlin, Nellie Tyrone, N. M.
Lee, Alice Lake Valley, N. M.
Lee, Mary E Pinos Altos, N. M.
McFarland, W. B Silver City, N. M.
Medbury, Mrs. F. W Silver City, N. M.
Minor, Lucy Lake Arthur, N. M.
Mitchell, Alice Mimbres, N. M.
Oakes, Ernestine Silver City, N. M.
Oliver, Mary Silver City, N. M.
Paddock, D. A Haggerman, N. M.
Poe, Grace Whitewater, N. M.
Pohl, Lillian Belen, N. M.
Russell, Ora Magdalena, N. M.
Rose, Boyd Artesia, N. M.
Simpson, Lora Corona, N. M.
Smith, Elva Santa Rita, N. M.
Sloan, Maggie Corona, N. M.
Thwaits, Leonore Fierro, N. M.
Wright, Inez Lordsburg, N. M.
Young, Lizzie R San Diego, Cal.

TRAINING SCHOOL

Preparatory Department

Ninth Grade

Armstrong, Lucile.....Silver City, N. M.
Baker, Herma.....Silver City, N. M.
Brownell, Belle.....Silver City, N. M.
Carter, Ruth.....Silver City, N. M.
Edwards, Olga.....Silver City, N. M.
Entzminger, Alpha.....Mimbres, N. M.
Jones, Norma.....Silver City, N. M.
McAninch, Grace.....Silver City, N. M.
Pennewill, John.....Silver City, N. M.
Robertson, Francis.....Silver City, N. M.
Sheridan, Margaret.....Silver City, N. M.
White, Martha.....Silver City, N. M.

Eighth Grade

Armstrong, Mabel.....Silver City, N. M.
Boone, Carrie.....Dwyer, N. M.
Dimmick, Myrtle.....Silver City, N. M.
Click, Raymond.....Mogollon, N. M.
Downey, Rowland.....Silver City, N. M.
Fleming, Asa.....Silver City, N. M.
Gallegos, Edward.....Santa Fe, N. M.
Gardner, George.....Silver City, N. M.
Gardner, John.....Silver City, N. M.
Kerr, Harry.....Mogollon, N. M.
Golding, Frederick.....Silver City, N. M.
Milliken, Elizabeth.....Silver City, N. M.
Sanchez, Adelino.....Tome, N. M.
Shipley, Frederick.....Silver City, N. M.
Whitehill, Cornelius.....Silver City, N. M.
White, Bessie.....Silver City, N. M

Seventh Grade

Cureton, George.....Lordsburg, N. M.
Gouin, Gerald.....Silver City, N. M.
Light, Charles.....Silver City, N. M.
Marriott, Mary Florence.....Silver City, N. M.
Middleton, Erin.....Silver City, N. M.
Piersol, Ralph.....Silver City, N. M.
Robertson, Milton.....Silver City, N. M.
Schiff, Leo.....Silver City, N. M.
Thwaits, Eugene.....Silver City, N. M.

Thwaits, Fannie.....Silver City, N. M.
Valencia, Juan.....Sherman, N. M.
Valencia, Manuel.....Sherman, N. M.

Sixth Grade

Angle, Katherine.....Silver City, N. M.
Buckeridge, Russell.....Silver City, N. M.
Baca, Manuel.....Tome, N. M.
Carter, Walker.....Silver City, N. M.
Card, Amy.....Silver City, N. M.
Crawford, Gloria.....Silver City, N. M.
Dimmick, Ariel.....Silver City, N. M.
Hately, Willie.....Silver City, N. M.
Moorman, Lucy.....Silver City, N. M.
Reiling, Mabel.....Silver City, N. M.
Reiling, Eva.....Silver City, N. M.
Sanchez, Juan.....Belen, N. M.
Stillwell, Naomi.....Silver City, N. M.
Schiff, Clara.....Silver City, N. M.
Whitehill, Clarice.....Silver City, N. M.
Worcester, Clarence.....Mogollon, N. M.

Fifth Grade

Armstrong, Turner.....Silver City, N. M.
Baca, Manuel.....Tome, N. M.
Borenstein, Bonnie.....Silver City, N. M.
Brumback, Lillian.....Silver City, N. M.
Card, Albert.....Silver City, N. M.
Downes, Edward.....Silver City, N. M.
Guyn, Faye.....Silver City, N. M.
Reiling, Mary Douglas.....Silver City, N. M.
Sanchez, Abelicio.....Quinado, N. M.
Stockton, Gertrude.....Silver City, N. M.
Stockton, Wayne.....Silver City, N. M.

Fourth Grade

Agee, Frederick.....Silver City, N. M.
Crawford, Margaret.....Silver City, N. M.
Herrman, Sadie.....Silver City, N. M.
Robertson, Vina.....Silver City, N. M.
Sanchez, Carlos.....Wagon Mound, N. M.
Schiff, Max.....Silver City, N. M.
Shipley, Addison.....Silver City, N. M.

Third Grade

Agee, Eleanor.....Silver City, N. M.
Angle, Richard.....Silver City, N. M.
Dimmick, Ileta.....Silver City, N. M.

Downes, Winnifred.....Silver City, N. M.
Middleton, Sam.....Silver City, N. M.
White, Douglas.....Silver City, N. M.
White, Tom.....Silver City, N. M.
White, Athington.....Silver City, N. M.

SECOND GRADE

Burnside, John.....Silver City, N. M.
Burnside, Katherine.....Silver City, N. M.
Bush, Frederick.....Silver City, N. M.
Piersol, Percy.....Silver City, N. M.
Pinkerton, Betty.....Silver City, N. M.
Walton, William.....Silver City, N. M.
Wiley, Alice.....Silver City, N. M.
Williams, Edelle.....Silver City, N. M.

FIRST GRADE AND KINDERGARTEN

Agee, Mary.....Silver City, N. M.
Borenstein, Rachel.....Silver City, N. M.
Heather, Mary.....Silver City, N. M.
Holson, Tom.....Silver City, N. M.
Kelly, Margaret.....Silver City, N. M.
Sully, Ruth.....Silver City, N. M.
Thwaits, Arthur.....Silver City, N. M.
Vencill, Genevieve.....Silver City, N. M.

Summary

Alumni	112
Regular students	77
Special students	16
Correspondence students	27
Summer school students	50
Training school students	99
Total number	381

NEW MEXICO
NORMAL SCHOOL

SILVER CITY, NEW MEXICO

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1911-1912

ANNUAL ANNOUNCEMENT
AND CATALOGUE

New Mexico Normal School

Silver City, New Mexico

SEVENTEENTH
SESSION
1910-1911

Announcement for 1911-1912

LIBRARY
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Calendar for 1911-1912

First Term---Seventeen Weeks

Begins August 28, 1911, closes December 22, 1911.
Holiday vacation, two weeks.

Second Term---Twenty-one Weeks

Begins Monday, January 8, 1912, closes May 24, 1912.

Commencement Program

Field Day—Friday, May 3.
Parliamentary Contest—Friday, May 10.
Annual Society Literary Contest—Friday, May 17.
Baccalaureate Address—Sunday, May 19.
Annual Play—Monday, May 20.
Graduating Exercises—Tuesday, May 21.
Alumni Anniversary—Tuesday, May 22.

Board of Regents

*Hon. T. L. Lowe..... Silver City
Hon. W. B. Walton..... Silver City
Hon. W. S. Cox..... Silver City
Hon. Nicholas Galles.....Las Cruces
Hon. John Corbett..... Deming

Officers of the Board

Hon. W. B. Walton. President
Hon. T. L. Lowe.... Secretary and Treasurer

Standing Committees

Building—John Corbett, W. S. Cox, W. B. Walton.
Education—Nicholas Galles, T. L. Lowe, W. B. Walton.
Printing—W. S. Cox, T. L. Lowe, Nicholas Galles.

*Arranged according to Seniority.

*Faculty

C. M. LIGHT Pd. D. (Kansas State Normal School; University of New York;) President.
Psychology and Pedagogy

E. L. ENLOE, B. E. (Kansas State Normal School).
History, Latin, Assistant in Pedagogy.

MISS ISABEL WARD, B. L. (University of California).
Spanish, Assistant in Latin.

MISS EVELYN MITCHELL BUTLER, A. B. (Butler College; University of Wisconsin; University of Chicago; Indianapolis Teachers' College).
English.

MISS HELEN MANVILLE CALKINS, (Knox College; Curtiss Business College, Minneapolis).
Principal of Business Department.

T. G. RODGERS, A. B. (University of Tennessee, M. A. University of Wisconsin).
Mathematics.

BEN D. MOSES B. S. (University of California).
Science and Manual Training.

MISS WILFRED JEAN FORSYTH, (Southern Illinois Normal University).
Music and Physical Training.

MISS LELA MANVILLE, (New Mexico Normal School).
Principal of Training School.

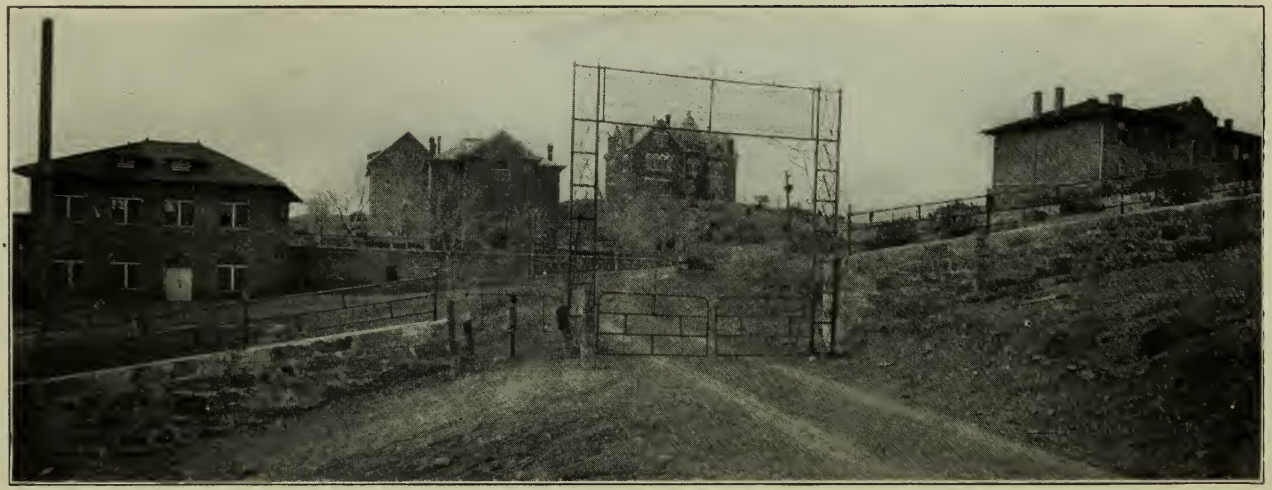
MISS LUDIE UPCHURCH, (New Mexico Normal School).
Assistant in Training School.

MISS MARY OLIVER, (New Mexico Normal School).
Assistant in Training School.

MISS MARY ECKLES, (New Mexico Normal School).
Assistant in Training School.

J. R. ROIBAL,
Custodian of Buildings and Grounds.

*Except Training Department, arranged according to Seniority.



NORMAL CAMPUS

New Mexico Normal School

General Information

Silver City, Grant county, the location of the Normal School of New Mexico, is at the terminus of the branch of the Santa Fe railway system, which leaves the main line from Albuquerque to El Paso, at Rincon. The town consists of about five thousand inhabitants, and is nestled among the hills at the foot of surrounding mountains, presenting a scene most interesting to look upon. The Mimbres river is on the east and southeast, and the Gila valley on the north and west. The climate of this section, on account of the latitude and elevation, is unexcelled. Its cool summers, mild winters, and dry invigorating atmosphere, render it one of the most favored health resorts in America. The Government, recognizing this fact, located its military and naval sanitarium at Fort Bayard, nine miles distant, where many tuberculous patients are annually cured by climatic conditions.

LOCATION

The Normal was established by an act of the twenty-fifth legislative assembly, 1893. Soon after their appointment, the regents met, organized, and determined to open a school the following year. In pursuance of this, temporary quarters were rented, a competent corps of teachers employed, and a suitable course of instruction adopted. In the meantime, plans and specifications were drawn, accepted, and the contract let for the main building, which was dedicated two years and two months after the school's first opening. The growth of the school from the beginning until now, as shown by the construction of new buildings, the multiplication of appliances, an increasing enrollment and a steady advance

HISTORY

in proficiency, has been a source of gratification to its friends.

PURPOSE

On account of it being an attempt of mind to control mind, especially from the standpoint of development, and in the direction of the highest interest of the individual and society, teaching requires the highest form of skill and intelligence. It is for this reason that the best teaching requires careful preparation, not only for each and every particular task, before giving it, but also systematic formal preparation. It is this necessary forethought, this long drawn-out process of getting ready by study and instruction, this actual training for a special line, that makes teaching professional. To make professional teachers is the central idea of the Normal School. To this end actual experience in teaching must be given as well as instructing the individual in reference to the condensed experiences of other teachers.

EQUIPMENT

Twenty-five acres of land within the townsite, neatly fenced and ornamented with trees, shrubbery, etc., constitute the Normal campus. Within this enclosure are situated the main building, the gymnasium and laboratory, the training school, building for the heating plant, and the dormitories. The main building contains the principal's office, the assembly hall, the library, the museum, and various recitation rooms. The assembly room is furnished with opera chairs, a piano, etc., and is beautified with pictures and statuary. The library and museum occupy the third floor of this building, their isolation being most favorable for study. The Wernicke system of book cases is used in the library, which contains about six thousand volumes. The books have been chosen with special reference to the needs of the school, and in this respect the library is complete. While the museum possesses many curios, the collec-

tions are made mainly in view of class instruction. The gymnasium is equipped with the various devices for physical culture. While both boys and girls take a course of training under the physical director, all are allowed at stated intervals the free use of the apparatus. The biological, the physical, and the chemical laboratories are fitted with the necessary apparatus to make the work of this department the most efficient. The upper story of the heating plant building is used for manual training, the lower story contains the boilers, coal bins, and bath room for boys. The exemplification of the Normal School idea is to be found in the training school, which is designed to be a model school in both method and management. This school serves two purposes: it gives training to those who are preparing to teach, and is a preparatory school for the Normal proper.

The following evidences of scholarship will admit persons into the Normal department:

CONDITIONS FOR ADMISSION

(1) The possession of a teacher's certificate, known to have been regularly issued by a competent board of examiners.

(2) The possession of a diploma from a high school, college, etc., of known repute.

(3) A recommendation from a competent school superintendent.

(4) Having once attended the Normal.

(5) Sufficient evidence of the applicant's knowledge of the so-called common branches, by examination or otherwise.

The training department attempts to confine its efforts to secondary education. Elementary schools desiring to articulate with it should complete, in a satisfactory manner, what is generally accepted as eighth grade work. In order that pupils may not be condi-

ARTICULATION

tioned on their entrance, this work must cover the following grounds:

I. *English*—Reed & Kellogg's Higher Lessons in English through analysis and modifications of the parts of speech; Reed's Word Lessons, including the drills on word lists, a study of synonyms and word analysis; composition exercises, which will give the pupil ability to write good English; the study of five American classics: Snow Bound, Legend of Sleepy Hollow, Vision of Sir Launfal, Evangeline, The Great Stone Face; or their equivalents.

II. *Arithmetic*—The adopted eighth grade series completed.

III. *History and Civics*—The first book of the adopted two book series on these two subjects, completed. Two lessons per week in civics.

IV. *Geography*—Natural School Geography book completed, reviewed and supplemented.

V. *Nature Studies*—A study of animals and plants suited to this stage of work. The adopted elementary physiology studied and completed. Experiments in physics preparatory to the study of physiography and physics must include those showing the pressure, weight, and behavior of the air, sea and fresh water as agencies, gravity, simple mechanics, effect of heat, nature of sound, light, electricity, etc. Two lessons per week during a nine months' term ought to cover the ground in these subjects.

EXPENSES

The expenses of attending the Normal are quite reasonable. Board and room in private families varies from eighteen to twenty-five dollars a month. Furnished rooms may be rented at very low rate, and there are many opportunities for young ladies to earn tneir own way by doing house work night and morning.

A small tuition of five dollars a term is charged those who are enrolled in the Normal proper. Training school pupils, paying in advance, are charged four dollars per term—otherwise five dollars. Those who take typewriting and stenography in the commercial department are charged two dollars per term for the former, and three dollars per month for the latter. This gives students the use of a typewriter one hour each day, and forty minutes recitation in shorthand. The full shorthand course is limited to fifteen dollars. Chemistry students pay five dollars per term for chemicals used and extra for breakage.

DORMITORIES

Ritch Hall, the new dormitory for girls, offers a pleasant and convenient home on the campus for about forty girls. The rooms are arranged for two girls and the rate is seventeen dollars a month; but a girl may have a room to herself by paying twenty dollars a month; this is the better plan where it is possible, as a girl is more free from interruptions. The girls take care of their own rooms.

Each room is furnished with a rug, dresser, washstand, study table, several chairs and a double bed with mattress, pillows and mattress pad. Girls must bring sheets, pillow slips, covers, towels, napkin ring and laundry bag. Any thing they can bring to make their room pretty and homelike will add very much to their comfort and happiness.

A girl's clothing should be simple and serviceable. She should have heavy underwear, bath robe, bedroom slippers, overshoes, umbrella and a light wrap in addition to the usual articles.

Girls under fourteen should have a special allowance of five dollars a month for laundry, cleaning, mending and little necessary articles. This is to be paid to the matron, who will keep account of it and refund any surplus at the end of the year. Older girls

take charge of these matters for themselves.

A boys' dormitory, which is capable of accommodating twenty persons, is also located on the campus. Both girls and boys take their meals in a common dining room.

The rules are few and are only such as are necessary to avoid friction among the members of so large a family and to secure the well-being of each member. Parents who have any special wishes with regard to their son or daughter are urged to correspond with the matron, who will gladly see that their wishes are carried out. Further information may be obtained by writing to the president.

One of the leading features of the Normal is its literary societies—the Literati and the Lyceum. A membership in one of these organizations is not obligatory upon pupils, but those who regularly serve on society programs are excused from school rhetoricals. This requirement, however, practically results in all pupils becoming members of one society or the other. All their work is under the supervision of the faculty, not in name, but in actual practice. In drafting programs, planning amusements, and in preparing for social functions of all kinds, the president personally assists or directs his teachers in doing so. Members of the faculty attend the meetings of the societies and do all in their power to make the societies a success. During commencement week the society contests in athletics, parliamentary drill, oration, essay and debate are sources of much interest.

Societies

The person who attends the Normal is brought under many good influences. The Catholics, Episcopalians, the Methodists, the Presbyterians and the Baptists, each have organizations in Silver City. There are four Sabbath schools and four young people's organizations connected with these denominations. Each

Moral Influences

member of the faculty personally interests himself or herself in the success of these moral forces in the community, thereby supplementing the ethics of the school. School ethics receive a great deal of emphasis both directly and indirectly. Systematic instruction is given, and every incident of the school is turned to moral account, either for some individual or the school as a whole. Thus we seek to make the school like life, with the element of instruction and personal example added.

CONTROL

Each student is treated as a lady or gentleman. A general oversight is taken of all pupils, both in and out of school, and especially those boarding at the dormitories. In thus assuming complete control over the conduct of pupils we endeavor to be fair, rather than strict, firm, rather than harsh, impartial, never losing sight of the highest ideals of family life. Self government is the best, at least that which is secured without the governed being aware of it. Every effort is made to awaken the true spirit of research, self-reliance, self-direction, not alone as a seeker after knowledge, but in sports, amusements, or activities of whatsoever kind. Parents and young people who are in search of a school that aims to give an all-round education will do well to consider carefully these features of the Normal.

TRAINING SCHOOL

Connected with the Normal, under its sole control, is the practice school, in which is represented a kindergarten and all the grades, giving an opportunity for pupils of any grade of proficiency to be classified. Only twelve are admitted to each grade, thus allowing a great deal of individual work to be done. Preference, however, is given to those who have once been enrolled and non-resident pupils. The teacher in charge of each room is an expert, being especially proficient in the particular work assigned her.

SUMMER SCHOOL

The regular summer term is held for eight weeks beginning the following Monday after the close of the second semester. While the session is designed especially for teachers who wish to work up to a higher standard of scholarship and professional efficiency, arrangements may be made with the president whereby any study in the curriculum may be pursued. The work of this term is of the same character as that of any of the other terms of the scholastic year. Nor is it intended to be an opportunity to shorten any of the Normal courses. Therefore, to obtain credits, the same degree of efficiency is required. However, we set no time limit on the work of any one. When a student shows to us that he has the required academic and professional scholarship, he may receive the honors of the school.

CORRESPONDENCE SCHOOL

The Normal is prepared to teach any study of its curriculum by correspondence. By this method regular lessons are assigned, learned, and recited. Upon the completion of certain definite portions of the subject matter of each branch tests are given, the papers of the student being returned with the corrections marked thereon. Those who reach the required degree of proficiency will be given passing credits the same as if they were present at the school.

The organization of a school of correspondence in connection with the professional courses of the Normal, seems to be a matter of necessity. The distances in New Mexico are great. During the school year the service of good teachers is in constant demand. Under the present system of certification every inducement is held out to teachers to secure a certificate of a higher grade than the one in their possession. The direct work of their schools does not engage all their time. Few can or will lay out a course of study and pursue it regularly and systematically. They need a task master

as well as a system of instruction. For all such, a course in correspondence comes as a boon. Thus, by the aid of the summer school and study by correspondence, there is no good reason why every ambitious teacher should not receive the highest award of the territory, a life diploma.

Considering the amount of work connected with it we have made the charges for the correspondence course very reasonable, indeed. Six dollars pays for a one term study and twelve for a two term study. In each instance the fee is payable in advance. No charges are made for the required readings.

DIPLOMAS

Three general classes of diplomas are granted by the school: a diploma for completing the university entrance course, the business course diploma, and diplomas for those who desire to enter upon the career of the teacher; the elementary, the didactic, and the professional. These diplomas correspond to the three classes of certificates issued by the Territorial Board of Education: the three year certificates, the five year certificates, and the life certificates. It should be noted in this connection that the credits which merit these diplomas from the school are accepted by the Territorial Board for its certificates.

DEGREES

The Normal grants degrees upon the following conditions: Upon a candidate making 240 credits or doing six years' work, the degree of Bachelor of Pedagogy will be conferred. Students already possessing the Bachelor's degree are required to make forty additional credits for the degree of Master of Pedagogy. But neither degree will be conferred unless the student makes forty units in the Normal and has been in actual attendance for a period of not less than sixteen weeks.

Grades brought from other schools are accepted in lieu of those made at the Normal. But no person shall be graduated on less than 160 credits, four of which shall be made in residence, sixteen weeks in actual residence study being the minimum period required for making the four credits referred to. (See schedule on page 23.)

OTHER SCHOOLS RECOGNIZED

No particular emphasis is placed upon set grades in the school. We recognize that the student's being conscious of reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for the effort made, we have adopted the plan of grades and credits.

GRADES AND CLASSIFICATION

GRADE	36 WEEKS' STUDY	18 WEEKS' STUDY
85 TO 100	10	5
80 TO 85	9	4½
75 TO 80	8	4
70 TO 75	7	3½
65 TO 70	6	3
60 TO 65	5	2½

A pupil's standing from 85 to 100 in a forty weeks' study entitles him to ten credits for graduation; in a study requiring less time a reduction is made accordingly as shown by the table above. Grades are reduced on account of absence. A mark below 60 is counted as a failure and is entitled to no credits. A candidate who has taken all the studies required and still falls below the minimum must raise his grade, either by taking the branch again or by examination, before he can receive the honors of the school. Professional diplo-

mas require that the recipient make full credits in the professional studies and the subject of arithmetic. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other territorial institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

THE ALUMNI

The alumni association of the school holds one meeting a year, at the time of the annual banquet, the day after commencement. On this occasion the graduating class is received and entertained, and much interest is manifested. Indeed, the welfare of the school is largely dependent upon its former students and alumni. On the other hand, the faculty is interested in the successes of its graduates, and desires to aid them in every laudable undertaking.

Railroad Fare Paid

On coming to the Normal from any part of the Territory, the railroad fare of students in excess of three dollars will be refunded to them. The same reduction will be made for their return. This is done under three conditions: (1) The student must be a

resident of New Mexico; (2) must promise to teach; (3) and must be in regular attendance for at least eight weeks in succession. This privilege applies to the summer term as well as the regular session.

Class Memorials

Since the third graduating class, it has been the custom to leave the school a class memorial of some sort. The class of 1898 presented busts of Pestalozzi and Frœbel, mounted on pedestals; class 1899 "Mercury at Rest" in marble; class of 1900, a mounted deer's head; class of 1901, the picture of "Aurora"; class of 1902, the picture "The Chase"; class of 1903, "Reading and Writing," in marble; class of 1904, "Napoleon," in marble; class of 1905, a park fountain to be erected in front of the girls' dormitory; class 1906, "The Hunter," in bronze and a clock at a cost of $50, for the girls' dormitory; class 1907, "Gettysburg," a bronze tablet bearing Lincoln's Gettysburg address; class of 1908, four concrete seats located on the campus; class of 1909, sanitary fountain for the Training School and a circular swing.

Courses of Instruction

Course of Instruction

There are three departments of the Normal work: the professional, the academic, and the business. While these departments are co-ordinated whenever it is possible, in the actual work of the school, they are nevertheless distinct phases of instruction. It is true that special emphasis is placed upon the school's professional work, but the academic does not suffer on this account. Indeed, it is made more thorough and efficient because it is given by teachers who are especially trained to impart knowledge to others.

DEPARTMENTS

Academic Curriculum

A complete schedule of academic work for all courses.

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin or Spanish (10) V.

SECOND YEAR

Required—English (10). Literature III. Composition. II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin or Spanish.

THIRD YEAR

Required—English (10). Literature III. Rhetoric II.
Physics (10) V.
Plane Geometry (5) V.

Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
General History (10) V.
Book Keeping (5) V.

FOURTH YEAR

Required—English Grammar (5) V. Elocution and Literature (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Psychology (10) V.
Advanced Arithmetic (10) II.
Accounting and Typewriting (5) II.
U. S. History and Civics (10) 2.
Sociology (10) V.
Commercial Law (5) V.
Stenography and Correspondence (10) V.
Art III.

The credit system involves three elements: time, efficiency, and extent of the subject matter learned. The amount of the subject matter required is set forth by the syllabus of studies on the following pages. The per cent. system as explained on pages 17 and 18 indicates the efficiency required.

Ten credits require five recitations a week for a period of thirty-six weeks or its equivalent.

Professional Course

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.

NOTE.—Arabic numerals refer to the number of credits for each branch, the Roman to the number of recitations per week.

Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

SECOND YEAR

Required—English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

THIRD YEAR

Required—English (10). Literature III. Composition II.
Plane Geometry (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Physics (10) V.
Latin (10) V.
General History (10) V.
Book Keeping (10) V.

FOURTH YEAR

Required—English (10) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Elocution (5) V.
Sociology (5) V.
Commercial Law (5) V.
Drawing (3) III.

FIFTH YEAR

Required—Professional Study of Arithmetic (10) V.
Professional Study of Grammar and Rhetoric (5) V.

Professional Study of United States History and Civics (10) V.
History of Education and School Systems (5) V.
Observation and Practice Teaching (5).
Educational Theses and Debating (2).

SIXTH YEAR

Required—Genetic Psychology (10) V.
Special Methods (10) V.
General Pedagogy (5) V.
School Management and School Hygiene (5) V.
Practice Teaching (10).
Professional Reading and Theses (2).
Leading Class in Physical Culture (1).

College Entrance Course

FIRST YEAR

English (10). Literature III. Composition II.
Algebra (10) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

English (10). Literature III. Composition II.
Physics (5) V.
Plane Geometry (5) V.
General History (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

English (10) V.
Latin (10) V.
Trigonometry (5) V.
Solid Geometry (5) V.

Chemistry (10) V.
Vocal Music (1) II.
Physical Training (1) II.

Business Course

FIRST YEAR

English (10) V.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Spanish (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10) V.
Algebra (5) V.
Spanish (10) V.
Botany (5) V.
Physiology (5) V.
Plane Geometry (5) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

Book Keeping (10) V.
English Grammar and Correspondence (10) V.
Commercial Law (5) V.
General History or Physics (10) V.
Spelling and Penmanship (5) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

Business Arithmetic (10) V.
Stenography (10) V.
Typewriting (5) V.
United States History and Civics (10) V.
Business Practice (5) V.
Vocal Music (1) II.
Physical Training (1) II.

HIGH-SCHOOL COURSE

From the foregoing schedules three High School Courses are provided for: a Course for College Entrance, a Business Course, and a General Course. The College Entrance Course is modeled after the Committee of Ten and is designed to prepare pupils for University admission. The Business Course is the same as that given by the best Commercial High Schools in the country. In addition to the required work as set forth in the above program, bookkeeping, penmanship, commercial law, commercial arithmetic, typewriting, stenography and business correspondence are also required. Those Academic students who do not wish to take either the College Entrance Course or the Business Course may take the General Course, a type of secondary education that admits of a wider range of elective studies. The average student can complete these courses in four years, 160 being the minimum number of credits required for graduation from either of them.

PROFESSIONAL COURSES

The Normal Department provides for three Professional Courses: That for the Three Year Territorial Certificate; that for the Five Year Certificate; and the course leading to the Life Diploma. The first comprises all the required studies of the first four years as outlined under "Professional Courses," all the professional branches of the last two years, and enough of the optional studies to make 185 credits. The second is the same as the first, adding 15 credits for observation and practice or experience in teaching. When those who have completed the Five Year Certificate Course and have had three years of successful teaching experience, in addition to the observation and practice in the training school, or its equivalent, have made forty (40) more credits from the elective studies, they become eligible to a life diploma from the Terri-

torial Board of Education. Accredited High School graduates are required to take the last year of the Professional Course before they are eligible to the Five Year Diploma and Certificate.

Pupils holding creditable grades from the other territorial institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable. But all such deviations must be by the advice and consent of the principal.

Upon the recommendation of the Territorial Board of Education these elementary courses are offered. The course in section one aims to prepare persons for the reception of a third grade county certificate; section two, for a second grade county certificate; section three, for a first grade county certificate. Though the branches in the first section are repeated in the second and those of the second in the third, the courses are different. The second requires a more thorough and extended knowledge of these subjects than the first, and the third a more thorough and extended knowledge of them than the second. These courses thus serve two purposes, (1) They lead up to the full professional course. (2) Those who wish to teach before graduation will have an opportunity to do so.

ELEMENTARY COURSE

SECTION 1. This course includes Reading, Arithmetic, English Grammar and Composition, Geography, Penmanship and Orthography.

SEC. 2. This course includes the same branches as the preceding one, adding United States History and an elementary course in the Art of Teaching and School Management.

SEC. 3. This course includes the same studies as the second, adding Physiology, Civil Government, Psychology, Theory of Teaching and Actual Practice in Teaching, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics and Elementary Bookkeeping.

Reading Course

Under the direction of the various departments of the school, students are required to read two books each term from the following list. The selection must include one book on the subject of history, one from the essay, one poem or novel each term.

FIRST TERM

Washington and His Generals, Headley
Life of Joan of Arc, Bartlett
Tom Brown's School Days, Hughes
A New England Girlhood, Larcom
Uncle Tom's Cabin, Stowe
Enoch Arden, Tennyson.
The Gold Bug, Poe
Black Beauty, Sewell
Little Women, Alcott
Timothy's Quest, Wiggins

SECOND TERM

California and Oregon Trail, Parkman
A Week on the Concord and Merrimac Rivers, Thoreau
Forms of Water, Tyndall
Napoleon and His Marshals, Headley
The Alhambra, Irving
Tales of a Traveler (selections), Irving
Story of the Odessey, Brooks or Palmer
Old Curiosity Shop, Dickens
Lucile. Meredith
The Crisis, Churchill
Age of Fable (selections), Bulfinch

THIRD TERM

Walden, Thoreau
Plutarch's Lives
The Talisman, Scott
Midsummer Night's Dream, Shakespeare
Fall of the House of Usher, Poe
Last Days of Pompeii, Lytton
John Halifax, Gentleman, Mulock
Aurora Leigh, Mrs. Browning

LIBRARY OF THE UNIVERSITY OF ILLINOIS

FOURTH TERM

The Colonial Era, Fisher
Fifteen Decisive Battles, Creasy
Dr. Jekyl and Mr. Hyde, Stevenson
Treasure Island, Stevenson
The Luck of Roaring Camp and other stories, Bret Harte
Cloister and the Hearth, Reade
Jane Eyre, Bronte
The Ruling Passion, Van Dyke
COUNTED AS ONE:
Sohrab and Rastum, Arnold
The Revenge, Tennyson

FIFTH TERM

The Story of the Mind, Baldwin
The Scarlet Letter, Hawthorne
Henry Esmond, Thackeray
The Quality of Mercy, Howells
Old Creole Days, Cable
Marse Chan, T. N. Page
The Making of a Nation, Walker
The Middle Period, Burgess
David Copperfield, Dickens
The Master of Ballantrae, Stevenson
Mazeppa, and the Prisoner of Chillon, Byron
St. Agnes' Eve, Keats
Life of Columbus, Irving

SIXTH TERM

Constitutional History of the United States
Tale of Two Cities, Dickens
Vanity Fair, Thackeray
Cranford, Mrs. Gaskell
Quenten Durward, Scott
Oliver Twist, Dickens
James Balfour, Stevenson
Browning (selections)
Wordsworth (selections)
Shelley (selections)

SEVENTH TERM

Woodstock, Scott
House of Seven Gables, Hawthorne
COUNTED AS ONE:
Sonny, R. McEnery Stuart
The Blue Flower, Henry Van Dyke
Three Biographies (selected)
Heroines of Fiction, Howells
Lorna Doone, Blackmore
Adam Bede, Eliot
Dombey and Son, Dickens
Browning (more difficult selections)
Tennyson, The Princess
Tennyson, Maud
Tennyson, Selections
Getting On in the World, Mathews

EIGHTH TERM

The American Commonwealth, Bryce
The Choir Invisible, James Lane Allen
Quo Vadis, Sienkeewiez
Men, Women and Ghosts, E. S. Phelps-Ward, with The Technique of the Short Story, Barrett
George Eliot and Her Heroines, Woolson
Shakespeare's Heroines, Jameson
The English Religious Drama, C. L. Bates
Little Dorrit, Dickens
The Mill on the Floss, Eliot
The Virginians, Thackeray
Kings' Treasures and Queens' Gardens, Ruskin
Tess of the D'Urbervilles, Hardy

Senior students taking the course in pedagogy are required to substitute the following books for those mentioned for the last two terms above:

Talks to Teachers on Psychology, James
The Training of Children, Trumbull
Philosophy of Teaching, Thompkins
Study of Children, Warner
Teachers and Teaching, Trumbull
Physical Nature of the Child, Rowe
General Methods, McMurray
Care of Children in Health, Oppenheim

Current Information

He who possesses a thorough knowledge of current events is not only learning history in its making, but comes to have an appreciative interest, which he would not otherwise have, in every form of knowledge. The text and the library are incomplete without the literature of today to give them meaning. The events of the past are pale, while those of the present are blood red. Out of the past come the lessons of life, but a knowledge of the present reveals our personal needs. For these, and other reasons of less importance, the Normal attempts to make every pupil a student of current information. To this end our library tables are furnished with the most carefully selected periodicals. Here may be found daily and weekly newspapers, magazines, and all the leading professional journals upon the subject of education. Students not only have free use of these, but are often required to make special investigations of them for the purpose of debate and essay work. Once a week a student, or some member of the faculty, presents the most important news from the platform, making a special effort to show their teaching from the standpoint of ethics and sociology.

The Principal edits The Normalite, a quarterly periodical, devoted to the interests of the school and

the cause of education. The commencement number is handed over to a committee of students, but all their productions are carefully criticized, making it not only more readable but of more value to its contributors. A copy of this issue may be had by any one making a request for it.

Academic Department

Academic Department

MATHEMATICS

Arithmetic

The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view of thoroughness and improvement in methods. Three phases of the work are brought out: the mechanical, the philosophical and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view, all processes, as such, are explained and their relations pointed out. Special emphasis is placed on the practical side of the subject. That method and that form of the subject matter are used that will be of most benefit in after life and future study. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

Algebra

The required course in Algebra consists of three terms' work. The first year's course centers about the equation and the solution of simple problems that grow out of arithmetic, but extend a little beyond the arithmetical domain rather than formal proofs. The following topics are emphasized: the expression of correct algebraic language and equation, graphs, simultaneous equations of two and three unknowns, factoring, simple qualties and simultaneous qualities by factoring and an introduction to radicals, quadratics, and fractions in their more general forms.

The third term's work coming in the Junior year permits some attention to be given to the formal side of algebra. A thorough review in the essentials of the

first year's work is given, followed by a good course in radicals, quadratics, simultaneous quadratics, progression, and graphing the equation of the second degree. The work of this term centers about the quadratic equations and the solution of geometrical problems in order to unify the work previously given in algebra and geometry.

GEOMETRY

Two terms are given to plane geometry and one to solid. Plane geometry is developed by an inductive-deductive method. Constructions, measurement and inductive proofs predominate in the early part of the course and the more rigorous deductive proofs in the latter. The work is vitalized by the solution of simple exercises and practical problems requiring the use of the algebra of the previous year.

Solid geometry coming in the fourth year is developed by more rigorous deductive and general methods than were admissible in plane geometry. The theorems forming the basis of plane geometry are reviewed in such a way as to give a comprehensive view of the whole field. Cylinders are made corollaries to prisms, cones to pyramids, spherical triangles to trihedral angles, etc. The analogy between plane and solid geometry is carefully developed. The binomial prismatoid formula which dominates mensuration of solids is emphasized throughout the course. The solution of the exercises of this term requires the use of arithmetic, algebra, plane and solid geometry, thus unifying the previous three year's work in mathematics.

TRIGONOMETRY

One term is given to the study of plane trigonometry. This course emphasizes the trigonometrical functions, derivation of formulas, use of tables and the solution of triangles by trigonometry and construction and measurement.

One term in college algebra is offered when there is sufficient demand for it. This course is strictly of college grade and presupposes the completion of the full course outlined above.

ENGLISH

The fundamental aims in the academic work of the English department are to strenghten the appreciation and love of literature, and to teach the student to express himself in adequate English. The first of these is approached by teaching the student what he should demand of different types of novels, poems, dramas and essays, and by familiarizing him, through reading and study, with books which answer standard requirements. The second aim includes oral and written composition, and the more unconscious but equally valuable informal class discussion of various subjects. Four formal themes a month are required in each of the first four years of the course, one recitation a week being devoted to the reading and to the criticism of themes and models, the writing of short compositions in class and the discussion of material for such exercises.

In the fifth year a teacher's course in the study of the English language is given, together with work in special methods of teaching English. The following is a syllabus of the work required:

FIRST YEAR

I. *Rhetoric:* 1. The Nature of Expression. 2. The Theory and Art of Theme Writing. 3. Letter Writing. 4. Poetic Composition. "Brooks and Hubbard" is suggested as a typical text.

II. *Ability to Write English.*

III. *A Knowledge of Classics:* 1. Short Stories from Hawthorne, Poe, or Kipling. 2. A Ballad—Ancient Mariner, Sohrab and Rustum, or an extract from The Odyssey. 3. A Narrative Poem from Scott or Longfellow. 4. A Shakespeare Play—Julius Caesar, Twelfth Night, or As You Like It.

An extended knowledge of one of each of these four forms is required, such as results from an intensive study of them for passing a formal examination. A general reading acquaintance

is required of one other of each of these classics.

SECOND YEAR

I. *Rhetoric:* Language as a medium through which ideas and thoughts are expressed—Description, Narration, Exposition, and Argument. "Brooks and Hubbard" will serve also as a standard of thoroughness on these topics.

II. *Ability to Write English.*

III. *A Knowledge of English Classics:* Silas Marner, Sir Roger DeCoverley Papers, Merchant of Venice, or Henry V., Vicar of Wakefield, DeQuincy's English Mail Coach, Ruskin's Sesame and Lilies, Macaulay's Lays of Ancient Rome.

An intensive study of five of the above and a general reading knowledge of the remainder, is required.

THIRD YEAR

I. *History of American Literature:* Newcomer is suggested as a text.

II. *Ability to Write Formal Themes.*

III. *A Knowledge of American Literature:* 1. Franklin's Autobiography. 2. Washington's Farewell Address. 3. Webster's Bunker Hill Oration. 4. Irving's Sketch Book. 5. Bryant's Poems (selected). 6. One Essay from Emerson. 7. Holmes' Poems (selected). 8. Hawthorne's Short Stories: Marble Fawn, or House of Seven Gables. 9. Longfellow's Poems (selected). 10. Lowell's Poem's (selected). 11. Whittier's Poems (selected). 12. Short Stories from Poe. 13. One Novel from Cooper.

An intensive knowledge of eight of the above and a general reading knowledge of the others, is required.

FOURTH YEAR

I. *History of English Literature:* Such as suggested by Halleck's Text.

II. *Ability to write Formal Themes.*

III. *Knowledge of English Literature:* 1. Milton's Minor Poems. 2. Burke's Speech of Conciliation. 3. Macauley's Life of Johnson. 4. Tennyson's Idylls (selected). 5. Shakespeare's Macbeth, Hamlet, or King Lear.

An intensive study of all the above, is required. The general reading for this period is left to the discretion of the student or teacher.

"Ability to write English" arises from constant practice. In order to develop this, at least one theme per week is required.

Equivalent Classics to the above may be selected for study and tests, but the selection must be confined to those named by the committee on "College Entrance Requirements in English" for 1906-1911.

By an "Intensive Study" of a classic is meant the following: (1) Its classification. (2) The study of the piece as an end within itself. (3) Its intrinsic function or aim as designed by the author. (4) Its indirect functions of which it is capable in regard to the various lessons of life. (5) The Plot—Main incidents. Climax—Unity, etc. (6) Characters—Names—distinguishing characteristic, considered statically or from the standpoint of development. (7) Setting—Time and place. (8) Style—General qualities, diction, figures of speech. (9) Allusion—Historic, mythological, etc. (10) Meter—if poetry. (11) Memory selections. (12) Life and characteristics of the author.

By the "Reading Knowledge" of a classic is meant: (1) A general knowledge of the author. (2) A general knowledge of the setting, situation, character, and plot. (3) An appreciation of the teaching and sentiment of the selection.

The time, quantity, and efficiency elements are all provided for in the above outline. The time is indicated by the years, which should consist of five forty-five minute recitations a week for a period of thirty-six weeks, or its equivalent. The quantity of material is made quite definite. In the judgment of the writer, the efficiency required should be indicated by at least an eighty-five per cent (85%) grade.

FIFTH YEAR

English Reviewed with a view of Teaching it. 1. Story Telling. 2. The Psychology of Language. 3. Language Motives. 4. Principles of Language Teaching. 5. Language Values. 6. Talking and writing in the various grades. 7. Forms and devices for Language Exercises. 8. Grammar Reviewed.

OUTLINE

Course In English Grammar

A. *Origin of Language.* (1) Definition of Articulation (see dictionary). (2) Development of Speech, (a) Expression of emotion —joy, pain, fear, etc. (b) Class names. (c) Individual names. (d) Influence of Place, Occupation, etc., on growth of Language.

B. *History and Derivation of the English Language.* (1) Aryan Parentage: (a) Original meaning of word Aryan. (b) Second meaning of word Aryan. (c) Present meaning of word Aryan. (2) Construction of diagram of Aryan trunk with branches and off shoots.

(Texts for C., D. and E. and History of English Language. Most English Grammars give a *final* chapter on the History of the English Language. Longman's English Grammar is a satisfactory text.)

C. *Composite Character of the English Language.* 1. Table showing Race Elements:

I. Aryan
- Keltic
 - Scotch
 - Irish
 - Welsh
- Teuton
 - Saxon
 - Dane
 - Norman

2. List of proportionate number of Latin, Greek and Saxon words in English Vocabulary: 60% Saxon, 30% Latin, 5% Greek, 5% Various Sources. 3. Explanation of causes of words added: (a) From Latin language. (b) From French language. 4. Explanation of Doublets (pairs of words from same roots).

D. *Inflections.* 1. Plurals: (a) Endings, and (b) formed by change of vowel. 2. Gender. 3. Case. 4. Comparisons. 5. Persons.

E. *Word Study.* I. 1. Roots, 2. Prefixes, 3. Suffixes, 4. Derivatives, with Definitions and Explanations. 5. Words formed by Composition. 6. Exercises in recognition, understanding of meaning and in use of above.

F. *Phonology.* (a) Definitions of Phonology, Sound, Tone, Noise, Voice, Speech. (b) Classification of alphabet sounds on basis of amount of vocal tone: Vocals, Sub-vocals, Aspirants (with definitions). Classification of alphabet sounds on basis of articulating organs used: Labial, Palatal, Lingual (with definitions). Classification of alphabet sounds on number of elemeuts involved: Elementary, Compound (with definitions) (c) Classification of alphabet letters: Vowels, Consonants, Diphthongs, Digraphs, Triagraphs, Cognates, Phonograms (with definitions). (d) Study of Alphabet Sounds and Letters: 1. Number of letters; Number of sounds. 2. Vowels: phonetic marks. 3. Consonents: hard, soft, silent, etc.

G. *Orthography.* (Text—Reed). (1) Rules for spelling. (2) Advantages of grouping work for spelling according to number of syllables, hononyms, sound and rhythm, derivation, difficulty, synonyms, occupation. (3) Argument for and against use of spelling text. (4) Methods of instruction in spelling.

H. *Good Use.* (1) Standard of Usage. (Explanation and liberal illustration.) (2) Violations: Reputable, National, Present (give definition and kinds. For these definitions consult any rhetoric-chapter on diction). (3) Difficulties and Common Errors: Classification—Use of Shall and Will; Use of Like; Erroneous forms of verbs; Cases of Pronouns; Grammatical agreement; This and These, That and Those; Most and Almost; Position of adverbs: Only, etc.; Correlative words; Split infinitives; Possessive with verbal noun; "Dangling Participles," etc.

I. *Grammar.* (a) Its Scope: The sentence as a whole; Relations of its parts to each other; Idiomatic expressions. (b) Sentences. 1. Classes: (*a*) on basis of thought (grammar); (*b*) on basis of form (rhetoric). (c) 1. Classes; (2) Use, or function. (d) Phrases: 1. Classes; 2. Use. (e) Arrangement: 1. Natural; 2. Inverted. (f) Punctuation and capitalization. (g) Parts of Speech: 1. Outlines showing properties of nouns, adjectives, verbs, adverbs, and classes of pronouns. 2. Tables showing parts of speech and sub-classifications. 3. Words used as different parts of speech: what, as, like, but, that. 4. Study of infinitive, conjugations, and declensions. 5. Parsing. 6. Analysis of Sentences: Elements of words, phrases, and clauses; classification of elements. *(a)* Work elements may be: Subject, object, attribute, verb adjective modified (adjective, participle, appositions, possession), adverb modified—connective—independent. *(b)* Phrase Elements may be: Subject (infin.), object (infin.), attribute (infin. of prep. phrase), adjective modified, adverbial modification of prepositional phrase. *(c)* Clause elements may be: Subject, object, attribute, adjective and adverbial modifiers. (Give analysis by diagram). (h) Syntax: 1. Definition. 2. Rules. *(a)* case; *(b)* agreement; *(c)* use. 3. Exercises for correction.

ELOCUTION

The aim of this department is to acquaint the student with principles underlying reading and public speaking. Scientific methods of voice and bodily expression are clearly defined. The object of every recitation is to develop conversational directness, earnestness, and dignity of address.

Practical work in the various forms of speech, narration, description, impersonation, exposition and

argumentation are diligently drilled upon. Two classics a year are read and important parts committed.

Students are given private drill upon parts assigned for literary societies. Class plays and entertainments are under the direction of the head of this department.

OTHER LANGUAGES

The value of the Spanish language to all Americans is making itself felt, but to the people of New Mexico, where a large percentage are Spanish speaking people, it is almost a necessity.

SPANISH

The course in the Normal aims to be thorough and practical, great stress being laid upon correct pronunciation and correct use of sentences in conversation. The recitations are conducted in Spanish, except in cases where the use of English is necessary for the proper understanding of the context, as it is deemed equally, if not more essential, to train the ear to the sound of the language than to train the tongue and eye to the use and form of it.

A systematic and practical study of the verb occupies a prominent part in the recitation. Every person in the conjugations is introduced by a complete sentence, followed by a verb drill by which each student is trained to form conversational sentences in the tense and person required.

All reading matter is first translated to see that it is understood, then a general conversation on the same is held, and all questions asked by the teacher required to be answered in Spanish by the pupils.

The following textbooks are used in the course:

First Year—Marion y Des Garennes: Introduccion a la Lengua Castellana. Worman: First and Second Spanish Books.

Second Year—Giese: A First Spanish Book and Reader. Cortina: Despues de la Lluvia el Sol (comedia); El Indiano (comedia). Bransby: A Spanish

Reader (stories and fables). Caballero: La Familia de Alvereda (novela).

LATIN

One-third of the English language being derived from Latin and much of that third without change, a knowledge of Latin is of great value to the student of English. In the study of this subject much attention is given to the vital relation between Latin and English. The structure of the Latin language itself is carefully studied.

The following is an outline of the work: First year Latin, Collar and Daniell; Drill of declensions, conjugations, pronunciation and elementary exercises in translating from Latin to English and from English to Latin, selections from Roman traditions and history.

Second year Latin, Caesar's Gallic War; a careful study of grammatical structure of the first four books of Caesar, also Latin prose composition and syntax.

Third year Latin, Cicero's Orations, including the four against Cataline, and the Port Archias or the Impeachment of Verres. Especial attention is given to conditional sentences in the prose composition work of this year.

Fourth year Latin, Virgil's Æneid, including a careful study of poetic feet and scansion.

HISTORY AND CIVICS

HISTORY

The course in History is arranged with a view of emphasizing the following important aims: (1) To supply pupils with a store of valuable historical information. (2) To bring them to an appreciation of present duties and responsibilities by a study of the growth of individual liberty and governmental institutions and the individual's relation to this growth. (3) To awaken in them, at the same time, the love of historical reading and the

skill in discovering essential elements in historical material.

ANCIENT HISTORY

The first semester of the third year is devoted to the study of Ancient History. Beginning the study with the earliest efforts of man to meet his increasing social needs by governmental organization, the rise and fall of ancient nations will be traced, the work extending to the Fall of Rome.

MEDIÆVAL AND MODERN HISTORY

This course follows the course in Ancient History and continues throughout the second semester of the third year. In the study of the Middle Ages special effort will be made to discover the germs of political movements of modern times and the influence of Mediæval institutions on subsequent governmental developments.

The essential feature in the study of the history of Modern Europe will be the growth of the democratic idea in government.

UNITED STATES HISTORY

While this course is so arranged that the student may acquire a general idea of American History, special emphasis will be placed upon those movements in our history which have resulted in permanently affecting our governmental system. This course, together with civics, will run throughout the entire fourth year. Montgomery's Student's American History will be used as a guide, in the subject, supplemented by a departmental library of about 800 volumes, containing many of the latest and best reference books on the subject. A great amount of collateral reading and reports will be required.

This course is intended for those pupils completing the subject of American History. It is quite important that the pupils, and especially those intending to teach, should be thoroughly acquainted with the workings of local government. This feature of the course will be properly emphasized.

CIVICS

In the study of our national government the historical method will be used as far as expedient. To aid the pupil in this, a series of "Suggestive Questions" will be offered. These questions will often go quite outside of the text with the purpose of leading the pupil into research work and training him to gather, from scattered sources, material bearing on the point to be emphasized.

Throughout the fourth year, one hour per week will be devoted to the study of current history. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupils may get points of interest, and prepare to discuss them before the class. The instructor acts as chairman and guides them in the discussion.

CURRENT HISTORY

NATURE STUDIES

The purpose of the study of physiography is to gain a clear concept of the surface of the earth and the influence upon man of each characteristic area. Physiography and geography stand in numerous important relations to other studies. There can be no history without them in the real world. History and literature deal with the same mountains, rivers, plains, and valleys, giving graphic pictures. Davis' Elementary Physical Geography is used as a guide in the study of the subject.

PHYSIOGRAPHY

Chalk modeling, the new method of map drawing, is taught in connection with physiography. The map is drawn with crayon to represent surface in relief, giving much of the effect of an engraving or photograph of a relief map, yet intrinsically more truthful and artistic than any such representation could be.

CHALK MODELING

There are no lines drawn in this map that contradict or confuse the meaning. It represents direction. Each line has its own particular meaning. Applied to land surface, a vertical line means a perpendicular mountain or side wall of a plateau, horizontal lines indicate level areas, and oblique lines a sloping surface.

Until recently this map has not been available for general use, except as each teacher made his or her own. It is, however, the ideal way of teaching. To draw a map of a continent or a section of it, as is required, in order to illustrate or emphasize any particular point before a class, adds much to the interest of the lesson and to the adequacy of the concept gained by the pupil. Each student is directed how to make a permanent set of these maps, which become his own private property.

Biology runs fifty-seven weeks, five hours per week, the work being unified as far as possible. The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal kingdoms. Certain types are studied with considerable detail, but the work is comparative throughout and the great generalizations of biological science are not neglected. Text book, lecture and laboratory methods are combined; frequently field excursions are substituted for laboratory work. Lecture and laboratory notes, original drawings, and descriptions are preserved in

BIOLOGY

permanent notebooks. A well equipped stereopticon is used to illustrate the subject.

BOTANY

The course in Botany is considered as follows:

First—Bailey's text is used as a guide. Especial attention is given to the study of how plants feed; the sap current; crosses; hybrids; pollination; plant propagation; plant seeding; grafting; diseases of plants, etc.

Second—The identification of one hundred plants is required.

Third—"Principles of American Forestry," by Green, is used as a text. In this work we consider: Forest influences; forest regeneration; nursery practice; forest production; forest problems; forest economics, etc.

ZOOLOGY

The work in Zoology is done as follows:

First—We study Davenport's Zoology as a text. Especial attention is given to zoological laws; struggle for existence; variation; habitat; and the economic value of the animals studied is determined.

Second—A text on "Practical Agriculture" by Wilkinson is used. In this we make a special study of the friends and enemies of plants and the methods of spraying.

ADVANCED PHYSIOLOGY

The course offered in physiology is a combination course in physiology, hygiene and sanitation. Emphasis is placed upon physiology of the organs; personal hygiene; community hygiene; cause of disease; the way by which germ diseases are transmitted; the defense against disease; the signification of vaccination, isolation and quarantine; the reason for the inspection of water, milk, and food supply; the schoolroom hygiene and sanitation.

The course in physics continues throughout the

junior year. The method of instruction is a combination of laboratory work and recitation, together with occasional lectures and demonstrations. Each student is required to keep a notebook in which he writes a description of all experiments performed. The textbook is changed frequently in this subject as well as in all the other sciences and subjects, in order to keep in touch with the latest scientific discoveries.

PHYSICS

General chemistry is taught throughout the senior year. The work is strictly laboratory, the pupils being required to perform the experiments individually. The course prepares for qualitative analysis and assaying.

CHEMISTRY

MANUAL TRAINING

A new course in Manual Training was introduced last year. The instructor made a serious attempt to combine the good features found in the Swedish Sloyd system and the Russian system and apply them to American conditions.

The course in woodwork begins in the seventh grade and continues for four years, one hour per day and five days per week. The course is intended for pupils who have had no previous experience with woodworking tools. It is planned to develop the subject in a systematic manner in harmony with well established pedagogic principles. The lessons for the first two years consist in instruction in tool usage, followed by a large variety of designs for articles useful in the home. The lessons for the last two years are intended to give a drill system, careful forethought, and intelligent perseverence which will be of great value to any pupil, either boy or girl, and will repay the effort, even though the pupil may never use such tools after leaving school.

ART COURSE

The aim in the Art Room is to develop a greater

appreciation of beauty and to offer opportunities for the expression of creative ideas.

Believing that one must love the thing to be painted if the result attained is desirable, effort is made to introduce beautiful objects, pictures, color, etc., and to foster a sense of enjoyment in art work as one of the most important elements in expressing fine feeling and taste. Skill follows delight in the thing itself, and technical qualities are reached through effort adequate to clothe a beautiful thought.

Various branches of art education are carried forward, viz., Drawing of plants, flowers, fruits and vegetables in line and color, both for pictorial and decorative purposes. Objects singly and in groups are studied for line, tone, and color. Lettering is used in practical ways. Sufficient constructive or mechanical drawing is covered to enable students to make working drawings, or to work from them in wood or other material.

Designs are made, suitable for the ornamentation or creation of simple household articles, using both mechanical and plant form units. Color theory as related to pigments and color classification from birds, minerals, flowers, etc., contribute much of interest, while the use of color through Crayola, watercolor, and tone relationships in black and white gives practical knowledge of art and methods of work.

Parallel and angular perspectives are developed through the study of buildings, streets, and rectangular objects. One of the most interesting branches of the work is the study of the figure for general proportion and action. The pose usually represents a character suitable for an illustration or a picture.

For the sake of professional acquaintance with the best published helps in teaching art, a rapid review is given of such courses as that of the "Prang," "Parallel," and "School Arts Book."

MUSIC

The course in vocal music is extended throughout the year and is included in both Academic and Professional courses of study. The work embraces the fundamental rudiments, tonation, sight-reading, ear-training, elements of harmony, history of music, and chorus singing. Written class work, consisting of exercises in the different keys, time, chromatics, and ear training, is a strong feature of the course.

The professional work includes a course for the first eight grades designed to meet the requirements for supervision of music. Special attention is also given to the study of child voice, tone production, ear training, and to songs appropriate for each grade. Suggestions and helps for special and entertainment work also offered.

Exceptional advantages in glee club and quartet work are offered outside the regular courses.

Private lessons, both vocal and piano, are offered at reasonable rates. Regular daily practice hours may be arranged for at the dormitory.

THE BUSINESS COURSE

The Business Course of this school is four years in length. The first two years' work is very similar to that required of academic students, the idea being to thoroughly ground the pupils in the knowledge of the common branches of learning. The last two years are distinctly commercial.

One of the most essential requirements is the ability to write correct English, the ability to render quick, accurate arithmetical calculations, and to spell well.

BOOKKEEPING

The work in Bookkeeping requires one year in the Business Course. The aim is to familiarize the student with the general principles of double entry bookkeeping, and with such business forms as are common to ordinary commercial transactions.

Special sets are given in retail grocery business, retail lumber, shipping, commission, jobbing and manufacturing.

SHORTHAND AND TYPEWRITING

The Eclectic and Gregg systems are taught. First Course: Shorthand principles, Shorthand dictation, Orthography, Typewriting two hours a day, Penmanship drill, Punctuation, and Capitalization. Second Course: Shorthand from dictation, Shorthand (speed), Letter writing, Orthography, Typewriting two hours a day, Punctuation, Capitalization, and Paragraphing. Third Course: Shorthand (speed), Court reporting, Miscellaneous dictation, Office work, Typewriting two hours a day, etc. It requires one year to complete the entire course in shorthand.

COMMERCIAL LAW

Twenty weeks are given to this subject. Contract Sales, Negotiable Instruments, Agency, Bailments, Partnerships, Corporations, Insurance, Real Property, and Courts and their Jurisdiction, are the subjects treated from a business standpoint. Gano is used as a text.

Analysis of Course of Instruction



LIBRARY VIEW
A TYPEWRITING CLASS

A GYMNASIUM GROUP
A ROOM AT GIRLS' DORMITORY

Analysis of Course of Instruction

Professional Department

That the professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional Department of the Normal to make its students acquainted, as far as possible, with scientific and practical pedagogy. To this end the work is directed along three lines:

Scope

First—The professional studies of educational psychology, history of education, general pedagogy, methodology and school economics, are studied as separate branches of instruction.

Psychology, which is studied with special reference to the teaching process, is eminently practical. History of education, which is brought up to the present, in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

General Pedagogy treats of the principles of education from the learner's point of view, and methodology from the teacher's point of view. How the learner's activities are to be most effectively conditioned, directed, and intensified, is the province of methods. School economy not only discusses the organization and management of a single school, but treats of the duties of school boards, principals and superintendents.

Second—All of the academic work of the school is given a Normal bearing. By so doing, it recognizes the fact that a thorough knowledge of the subject matter of instruction and correct methods of teaching the same, may be acquired simultaneously. As the learner's mind moves progressively from one element of knowl-

edge to another, giving his mental content the best form of expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the methods used as well as the influence of faulty ways of thinking and presenting the subject matter at hand. Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupil's apperceptive faculty is reached at every stage of his advancement. It is for this reason the work of the Normal is claimed to be the most efficient for both the academic and professional student.

Third—The professional work of the school is presented as an art. The art of teaching is both studied and practiced. It is studied both in theory and by observation; it is practiced both by illustrative teaching and actual practice in the training school. All these phases of the work are done under expert criticism.

PSYCHOLOGY

Psychology forms the ground work of pedagogics. All correct educational doctrine and practice rest upon the principles and rules derived from a careful study of this science. The study of Psychology is not only important to the teacher, but to everyone who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

In order to cover, in a general way, the subject matter of modern Psychology, and at the same time discuss it, in a continuous progressive manner, it is thought best to lay out two distinct courses of instruction. While the completeness of this course, as a whole,

may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One is upon Physiological Phychology.

1. Experiments involving perception and other mental phenomena.

2. Growth and development of the nervous system.

3. Physiological basis of the various forms of consciousness.

Method—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish this, all the means at the command of the teacher are employed; experimentation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in notebooks are required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Psychology, Krohn's Practical lessons in Psychology, Wunt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Britannica, Royce's Outlines of Child Study, etc.

Course Two takes up the subject of Descriptive Psycology.

1. The claims of psychology as a science.

2. Discussions of the most general conception of the mental life.

3. Elements of mental life presented.

4. The developed forms of mental life.

Method—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports

upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sully, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc. The development point of view is taken in the consideration of every mental process. Thus child psychology is made a prominent feature of the course.

METHODOLOGY

The course in methodology comprises the study of the following topics: 1. Man as a learner compared with the lower animals; 2. Education defined; 3. Formal and informal education; 4. Institutional education; 5. Special functions of the school; 6. The organization of experiences through association, thinking, retention and recall, and expression; 7. The doctrine of voluntary and involuntary attention, apperception, interest, habit and formal discipline, work and play; 8. Periods of development; 9. Functions of ideals in education.

GENERAL METHODS

The nature and definition of teaching. The learner's mental act contrasted with that of the teacher. The essential elements of teaching—the learner, the teacher, and the subject matter.

2. *Stages in the Teaching Process Outlined.*
 1. Preparation of the lesson.
 1. Its aims { special. / general.
 2. Becoming acquainted again with the subject matter.
 1. As a student.
 2. As a teacher.
 3. Its method.
 1. It should be adapted to the { subject matter. / pupil.
 2. Devising the means.
 1. As to the material used.
 2. As to the form used.
 3. As to the devices used.
 3. Thinking over the process.
 1. To become familiar with it.

2. To be prepared to meet the unexpected.

2. Presentation of the lesson.
 1. The stages.
 1. The approach { reviewing the old. / revealing the aim.
 2. The presentation proper { The revelation of the [new. / its expression.
 3. The application { to individual cases. / in drill.
 2. The method { general. / special.
3. Media of Instruction (Bagley).
 1. Intellectual Transmission.
 1. Language.
 1. Oral discourse
 (a) Lectures.
 (b) Questions and answers.
 2. Books.
 (a) Text-book.
 (b) Reference books.
 (c) Source books.
 2. Graphic representation.
 1. Models.
 2. Pictures.
 3. Maps.
 4. Diagrams.
 2. Emotional transmission.
 1. Literature.
 2. Pictorial art.
 3. Plastic art.
 4. Music.
 5. Oratory.
4. The various forms of the general method considered.
5. Educational aims, values, and motives. (Ruediger, Tichner & Charters).

Bagley's "Educative Process" is followed as a text, and supplemented by O'Shea's "Education as an Adjusment," "Dynamic Factors in Education," McMurray's "General Method," DeGarmo's "Essential of Method," Charter's "Methods of Teaching," etc. Much time is given to illustrative teaching and to outlining lesson plans.

The course in special methods seeks to apply the principles of teaching, evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons, and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc., special emphasis being placed upon primary methods. Methods of teaching these branches are presented also from an historical point of view as well as by illustrative teaching. The following books are followed as texts in this subject:

SPECIAL AND INDIVIDUAL METHODS

"Reading in the Public Schools," Briggs & Coffman.
"Orthography," New Mexico Institute Manual, 1909-10.
"The Teaching of Arithmetic," David Eugene Smith.
"Special Methods in Geography," Chas. A. McMurray.
"Composition in the Elementary Schools," J. S. Taylor.
New Mexico Institute Manual and Course of Study:
"The Study of History in the Elementary School," Committee of Eight.
"Special Methods in Elementary Science," Chas. A. McMurray.

The following individual methods are studied from library references:

(1) The Lecture Method.
(2) The Question Method.
(3) The Socratic Method.
(4) The Topic Method, etc.

The importance and value of devices are also discussed in this connection.

Kemp's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learn-

HISTORY OF EDUCATION

ing; classification-realism and naturalism, scholasticism, etc.

MODERN SCHOOL SYSTEMS

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

Method.—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of these investigations and subject them to frequent inspection by the instructor.

SCHOOL ECONOMICS

(a) Necessary conditions for a successful school: (1) Location. (2) School buildings, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course of study, (6) Supervision, (7) School records. (b) The school authorities. (1) The teacher,—his authority, motives, qualifications, duties, advantages, tact, etc. (2) The school board—legal relations to the school and the community. (c) The school at work: (1) Study—Aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) Recitation, meaning, aims, requisites, methods. (3) Recreation—regulated—unregulated. (d) School government: (1) Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices, (e) Moral training: (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Material for moral instruction, (6) School hygiene.

Method.—Two methods are employed in the recitations, viz: The discussion of an adopted text and reports upon topics for special investigation. Dutton's

School Management is adopted as a text, supplemented by White's discussion of the subject.

OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kintergarten gifts and occupations, and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with number. Observation and helping are continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Constructive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least two weeks. Practice in the preparation of material and apparatus for class work together with features of school management.

SOCIOLOGY

Sociology is an essential to a complete Normal course. "Sociology is an attempt to account for the origin, growth, structure and activities of society by the operation of physical, vital, and psychical causes working together in a process of evolution." From this definition, sociology is a general science binding many special sciences together. By a study of this science, therefore, the student will acquire a breadth of scholarship that he would not otherwise possess. The social aim is the highest

aim of the school and cannot be fully appreciated without a careful and thorough study of society. Moreover, the school itself is a social unit. It is conditioned and controlled by the same principles as the large unit—the state. If the school is an institution which prepares the individual for society, then it should be made as near like real social life as possible. It is thus that sociology becomes helpful to the professional student.

Catalogue

Catalogue

ALUMNI

Class of 1895

Eckles, Belle (teacher)..... Silver City, N. M.

Class of 1896

Bailey, Alice (Mrs. Horace Moses)..... Santa Rita, N. M.
Biggs, Maud (Mrs. Stratton)..... Silver City, N. M.
Clayton, Addie (Mrs. Mack)..... Bakersfield, Cal.
Schutz, Clara (Mrs. Stern)..... Las Vegas, N. M.
Upton, Cusie (Mrs. Munson)..... Deming, N. M.
Warren, Eugene (insurance)..... St. Louis, Mo.

Class of 1897

Abraham, Esther (Mrs. B. F. Copp)..... Silver City, N. M.
Brownell, Lavinia (Mrs. Knapp)..... Phippan, Saskatchawan
Gaddis, Bella (Mrs. Cox)..... Silver City, N. M.
Hughes, I. H., A. B.
Hill, Charles E. (minister)..... Waterloo, Ohio
Marble, Emma (Mrs. Muir)..... Lordsburg, N. M.
Moss, Ida (Mrs. Bailey)..... Pacific Grove, Cal.
Swan, Elizabeth (teacher)..... Lordsburg, N. M.
Shelley, May (Mrs. Rice)..... Cliff, N. M.

Class of 1898

Casey, Edith (Mrs. C. P. Cramer)..... Fierro, N. M.
Decker, W. H. (principal of schools)..... Altus, Okla.
Koch, W. E. (teacher)..... Benton Harbor, Mich.
Moss, Dolores (teacher)
Powel, Winnifred (Mrs. Shore)..... Los Angeles, Cal.
Rutherford, Laura (Mrs. McDonald)..... Wenden, Ariz.
Whitehill, Olive (Mrs. Bell)..... Faywood, N. M.
*Troy, Olive (Mrs. Miller)..... Raton, N. M.

Class of 1899

Bayne, A. LeRoy (merchant)..... Silver City, N. M.
Casey, Blanche (Mrs. Boulware)..... Silver City, N. M.
*Chenowth, Ivy (Mrs. Bisbee)..... Rodeo, N. M.
Cox, Lucy (Mrs. Clark)..... Cliff, N. M.
Decker, Myrtle (teacher)..... Roswell, N. M.
Koch, W. E, Advanced Course Chicago, Ill.
Miller, Cora (Mrs. T. W. Holland)..... Cliff, N. M.

*Deceased.

Sowers, Edward, Academic Course.....Chacala, Sinaloa, Mexico
Werney, Lillian (Mrs. Pinkham).....Detroit, Mich.

CLASS OF 1900

Bayne, A. LeRoy.....Silver City, N. M.
Link, Clarence (teacher).....Safford, Arizona
McGregor, Eva (Mrs. H. T. Petrie)....Honolulu, Hawaiian Islands
Osmer, Grace (Mrs. Young).....Deming, N. M.
Raithel, Barbara (Mrs. Brown).....Deming, N. M.
Swartz, Keturah (teacher).....Nappanee, Ind.
Sipe, Elizabeth (Mrs. Wilson).....Goodnight, Texas
Wolford, Miriam (Mrs. Herbert Smith).....Silver City, N. M.

CLASS OF 1901

Crawford, Perry (mining).....Santa Rita, N. M.
Moses, Ben D.....New Mexico Normal School

CLASS OF 1902

Alexander, Dean.....Silver City, N. M.
Cosgrove, Eugene (merchant).....Silver City, N. M.
Crawford, Kate (Mrs. Norman Pronger).....Culebra, Canal Zone
Eckles, Mary (teacher).....New Mexico Normal School
Gill, Mary (teacher).....Silver City, N. M.
McGregor, Elsie (teacher).....Albuquerque, N. M.
Parks, Pearl (Mrs. Metcalf).....Mesilla Park, N. M.
Page, Edna (Mrs. Herndon).....Santa Rita, N. M.
Schutz, Etta (Mrs. Warren).....Los Angeles, Cal.
Tustin, Marie (teacher).....Dwyer, N. M.
Upchurch, Clara, (Mrs. Trevarrow).....Santa Rita, N. M.
Williams, Mertie (clerk).....Deming, N. M.
Whitehill, Carrie (Mrs. Joe Stauber).....Silver City, N. M.
Manville, Lela.....New Mexico Normal School

CLASS OF 1903

Gifford, Douglas (clerk).....El Paso, Texas
Rodgers, Gussie (Mrs Ralph Ellis).....Clifton, Ariz.
Utter, Florence (Mrs. Clyde Jones).....Santa Rita, N. M.

CLASS OF 1904

Bunker, Alice (Mrs. Blair).....San Jacinto, Cal.
Chenowth, Ola (Mrs. Robert Martyr).....Metcalf Arizona
Fait, Fannie (Mrs. Leake).....Phoenix, Arizona
Gietz, Henry (clerk).....Silver City, N. M.
*Wiley, Gertrude.....Silver City, N. M.

CLASS OF 1905

Boone, Aubrey (Mrs. Lawrence Carter).....Santa Rita, N. M.
Barnes, Inez.....El Paso, Texas

*Deceased.

Thwaits, Lucy (Mrs. A. LeRoy Bayne) Silver City, N. M.
Moore, Irvin Mogollon, N. M.
Utter, George..... Silver City, N. M.
Porterfield, Wilson (student)..... Leland Stanford Univ.

CLASS OF 1906

Abraham, Lottie (Mrs. Hill)..... Silver City, N. M.
Cosgrove, Inez (teacher)..... Roswell, N. M.
Hagar, Maud (Mrs Travarrow)..... Santa Rita, N. M.
Light, Frank (student)..... Oxford, England
Parks, Mabel (Mrs. James Poe)..... Mesilla Park, N. M.
Upchurch, Ludie New Mexico Normal School
Utter, Helen (Mrs. George Gordon) Port Jervis, N. Y.
Watson, Dorothy (teacher)..... Pinos Altos, N. M.
Young, Lillian (Mrs. John Thompson)..... Silver City, N. M.

CLASS OF 1907

Boone, Alma (teacher). Silver City, N. M.
Barnes, Margaret (Mrs. Ritter)..... Lordsburg. N. M.
Crawford, Hazel (florist)..... Silver City, N. M.
Colson, Hattie (teacher)..... Mimbres, N. M.
Cosgrove, Maud (student Univ. Colorado)..... Silver City, N. M.
House, Florence (teacher)..... Douglas, Ariz.
McGregor, Iana, (teacher)..... Roswell, N. M.
Schutz, Emma..... Los Angeles, Cal.
Thompson, Eunice (Mrs. Bloodgood) Kingston, N. M.

CLASS OF 1908

Cumbee, Annie (teacher)..... Rodeo, N. M.
Haggerson, Edna Silver City, N. M.
Herrmann, Herbert (clerk)..... Globe, Arizona
Hughes, Michael (student)..... Ann Arbor, Mich.
Kirkpatrick, Sidney Santa Fe, N. M.
Laughlin, Nellie (teacher)..... Leopold, N. M.
McCulloch, Nannie Silver City, N. M.
Minor, Julia (student)..... Detroit, Mich.
Oakes, Ernestine (teacher) Mogollon N M.
Porterfield, Melvin..... Houston, Texas
Shoemaker, C. C. Jr. (student)..... Socorro, N. M.
Thomas, Mary..... Silver City, N. M.
Tidy, Josephine..... Silver City, N. M.
Wohlgemuth, Barbara (teacher)..... Douglas, Ariz.

CLASS OF 1909

Banks, Maggie..... Silver City. N. M.
Bartlett, Ruby..... Silver City, N. M.
Lee, Alice (teacher)..... Lake Valley, N. M.
Oakes, Ernestine..... Mogollon, N. M.

Thwaits Lenore (teacher)..... Fierro, N. M.
Watson, Nellie..... Pinos Altos

CLASS OF 1910

Coon, Stanley..... Lordsburg, N. M.
Dawson, Joe..... Arrey, N. M.
Hoy, Sadie (teacher)..... Silver City, N. M.
Kilburn, Hattie..... Los Angeles, Cal.
Light, Nina..... Silver City, N. M.
Oakes, Ethel (Mrs. Jack Cureton)..... Los Angeles, Cal.
Upchurch, Eva..... Silver City, N. M.
Williams, Eva (Mrs. William Schutz)..... Silver City, N. M.

STUDENTS WHO HAVE COMPLETED FIVE YEARS' WORK OR MORE

Baird, Lucy..... Carlsbad, N. M.
Doane, Elizabeth..... Santa Fe, N. M.
Grumbles, Lulu..... Moriarty, N. M.
Larson, Lillian..... Deming, N. M.
Light, Nina..... Silver City, N. M.
Sitko, Florence..... Dawson, N. M.
Upchurch, Eva..... Silver City, N. M.

STUDENTS WHO HAVE COMPLETED FOUR YEARS' WORK OR MORE

Gardner, Albert..... Santa Rita, N. M.
Guerrero, Fortunata..... Pinos Altos, N. M.
Gunter, J. B..... Estancia, N. M.
Hoy, Sadie..... Rincon, N. M.
Middleton, Bessie..... Silver City, N. M.
Powe, Grace..... White Signal, N. M.
Roy, Eugenia..... Roy, N. M.
Snider, Jessie..... Artesia, N. M.
Williams, Eva..... Silver City, N. M.

STUDENTS WHO HAVE COMPLETED THREE YEARS' WORK OR MORE.

Barnard, Pearl..... Silver City, N. M.
Bartlett, Philip..... Silver City, N. M.
Chenowth, Eula..... Rodeo, N. M.
Chenowth, Frances..... Rodeo, N. M.
Cooper, Allie May..... Silver City, N. M.
Cumbee, Eleanor..... Silver City, N. M.
Dimmick, Hazel..... Silver City, N. M.
Downey, Julian..... Silver City, N. M.
Downey, Montgomery..... Silver City, N. M.
Foote, Marguerite..... Silver City, N. M.
Guoin, Frank..... Silver City, N. M.
Haggerson, Hazel..... Silver City, N. M.
Oakes, Muriel..... Silver City, N. M.
Pennewill, Nadine..... Silver City, N. M.

Scott, Annie Silver City, N. M.
Siler, Louise Silver City, N. M.
Sturdevant, Beth Silver City, N. M.
Thwaits, Katie Silver City, N. M.
Wachenhusen, Shirley Silver City, N. M.
Ward, William Silver City, N. M.

STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE

Beals, Carolyn Lake Valley, N. M.
Blackwell, John Silver City, N. M.
Crawford, Louise Silver City, N. M.
Cureton, Elsie Silver City, N. M.
Hann, Linda Silver City, N. M.
Hodges, Joe Puerto, N. M.
Jones, Mary Silver City, N. M.
Merrill, Janet Deming, N. M.
Murray, Ruth Silver City, N. M.
Prevost, Otto White Signal, N. M.
Walton, Leona Silver City, N. M.

STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE

Ake, Tempe Silver City, N. M.
Allen, Bland Charlotte, N. M.
Armstrong, Lucile Silver City, N. M.
Baker, Herma Silver City, N. M.
Boone, Etho Silver City, N. M.
Card, Katherine Silver City, N. M.
Carter, Ruth Silver City, N. M.
Eckert, Sallie Pinos Altos, N. M.
Edwards, Olga Silver City, N. M.
Enzminger, Alpha Teel, N. M.
McAninch, Grace Silver City, N. M.
Pennewill, John Silver City, N. M.
Robertson, Francis Silver City, N. M.
Stevenston, William Silver City, N. M.
Smith, Elfie Silver City, N. M.
Sanders, Robert Hillsboro, N. M.
Sheridan, Margaret Silver City, N. M.
Stockland, Vincent Silver City, N. M.
Teel, Verona Teel, N. M.
Watkins, May Silver City, N. M.
White, Martha Silver City, N. M.
Wright, Violet Lordsburg, N. M.

STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK.

Andrews, Ruth Vaughn, N. M.
Conn, Ora Cliff, N. M.

Carter, Vera Silver City, N. M.
Forsythe, Andrew Lenepah, Okla.
Gardner, John Santa Rita, N. M.
Harsh, Gladys Silver City, N. M.
James, Harold Silver City, N. M.
Martin, Lucy Duncan, Ariz.
Mitchell, Rosa Mimbres, N. M.
Mitchell, Lillie Mimbres, N. M.

Business Department

Brandon, Bessie Texico, N. M.
Burnside, Mrs. John Silver City, N. M.
Dawson, Joseph Arrey, N. M.
Estes, Hessie Abilene, Texas
Fuhrman, Vyda Fort Dodge, Iowa
Francis, Maud Silver City, N. M.
Heather, May Silver City, N. M.
Heather, Alice Silver City, N. M.
Hately, Dessie Silver City, N. M.
Kirkpatrick, Florence Silver City, N. M.
Martin, Elsie Silver City, N. M.
Nichols, Jewell Anson, Texas
St. Clair, Pearl Silver City, N. M.
Tidy, Josephine Silver City, N. M.
Wiley, Mildred Mogollon, N. M.

Special Students

Shepherd, Willie Tucson, Arizona
Brandon, Stella Texico, N. M.
Fleming, Leslie Silver City, N. M.
Stecker, Mrs. Alle Dell Deming, N. M.

Summer School Roll 1910

Attebury, Alice Artesia, N. M.
Attebury, Mattie Artesia, N. M.
Artebury, Myrtle Deming, N. M.
Barnes, Inez Silver City, N. M.
Bass, Eva Artesia, N. M.
Bassinger, Ethel Cloves, N. M.
Beals, Pattie Engle, N. M.
Beals, Carolyn Engle, N. M.
Breeding, Ida Carlsbad, N. M.
Brown, Blossom Carlsbad, N. M.
Boone, Alma Silver City, N. M.
Burns, Katherine Clovis, N. M.
Burt, Carmen Chattanooga, Tenn.
Campbell, Deatron Carlsbad, N. M.
Bardwell, G. E. Cloves, N. M.
Cecil, Mrs. Louise Melrose, N. M.

Chapman, E. B. Tularosa, N. M.
Clapham, Jeanette Holland, N. M.
Cornett, Opha Murdock, N. M.
Cordova, Rev. A. R. San Acacia, N. M.
Cordova, B. P. La Joya, N. M.
Cureton, Elsie Silver City, N. M.
Cushman, Annabell Dallas, Texas
Daley, C. L. Carlsbad, N. M.
Davis, J. F. Progresso, N. M.
Davis, Zoe Raton, N. M.
Doane, Elizabeth S. Santa Fe, N. M.
Eds, Martha Deming, N. M.
Estes, Ada Silver City, N. M.
Estes, Hesse Silver City, N. M.
Ehrenstein, Mrs. Francis Silver City, N. M.
Ehrenstein, Edwina Silver City, N. M.
Evangelist, Sister Mesilla, N. M.
Ferrell, Elizabeth Central, N. M.
Fountain, Mrs. May Ella Hagerman, N. M.
Freckman, Beth Fort Bayard, N. M.
Freeman, Cora Nell Taiban, N. M.
Forbes, Ethel Clovis, N. M.
Freeman, Maud Corrompa, N. M.
Frey, Mrs. Florence Leopold, N. M.
Gammon, Mabel Lordsburg, N. M.
Gardner, Albert Alba, Mo.
Gilbert, Mary Hope, N. M.
Goebel, Marguerite Columbus, N. M.
Grumbles, Lulu Silver City, N. M.
Griffin, V. L. Carlsbad, N. M.
Gunter, John Estancia, N. M.
Hayden, Lee Clovis, N. M.
Harkey, Myrtle Carlsbad, N. M.
Heather, Mae Silver City, N. M.
Howard, H. G. Dayton, N. M.
Haskett, Mary Anthony, N. M.
Howard, Mrs. H. G. Dayton, N. M.
Howard, Frank Dayton, N. M.
Hudiburgh, Joanna Carlsbad, N. M.
Hutchison, Pearl Clovis, N. M.
Jackson, Lillian Santa Rita, N. M.
Johnson, Omah Carlsbad, N. M.
Johnson, Grace Lordsburg, N. M.
Joseph, Sister Mary Mesilla, N. M.
Kilton, Pauline Worcester, Mass.
Kirkpatrick, Florence Silver City, N. M.
Kroeger, Vand Lakewood, N. M.
Lacy, Dona Melrose, N. M.

Laughlin, Nellie Leopold, N. M.
Laws, Minnie McIntosh, N. M.
Laws, Lela McIntosh, N. M.
Lee, Alice Lake Valley, N. M.
Light, Nina Silver City, N. M.
Lindauer, Herman Deming, N. M.
Madred, Victor Bernalillo, N. M.
Mahanna, L. C. Ricardo, N. M
McFarland, W. B. Silver City, N. M.
McNeeley, Lucile Carlsbad, N. M.
Mauldin, Estelle Artesia, N. M.
Melton, Ida Clayton, N. M.
Miller, Mrs. Mary Reed Carlsbad, N. M.
Miner, Lucy Animas, N. M.
Middleton, Bessie Silver City, N. M.
Mitchell, Alice Mimbres, N. M.
Moody, Marguerite Carrizozo, N. M.
Murray, Ruth Silver City, N. M.
Nash, Vera Socorro, N. M.
Prescott, Mrs. C. V. East Las Vegas
Pritchett, Mrs. K. H. Albuquerque, N. M.
Powe, Grace Silver City, N. M.
Reeve, Helen Socorro, N. M.
Reiff, Buelah Carlsbad, N. M.
Reiff, Mary Carlsbad, N. M.
Roy, Eugenia Roy, N. M.
Ruby, Stella Ganfield, N. M.
Sanchez, Frank Santa Rosa, N. M.
Sanchez, Moises Santa Rosa, N. M.
Scarbrough, May House, N. M.
Scarbrough, Bessie House, N. M.
Sena, Pita Las Vegas, N. M.
Silvia, Elias Casuas, N. M.
Stecker, Mr. Allie Deming, N. M.
Smith, Mrs. Miriam Silver City, N. M.
Sturdevant, Beth Silver City, N. M.
Taylor, E. G. Elida, N. M.
Tibbits, Mary Mogollon, N M.
Thompson, Callie Corona, N. M.
Thwaits, Elenor White Signal, N. M.
Valverde, Mary Jemez, N. M.
Wailes, Elizabeth Dayton, N. M.
Wailes, Frankie Dayton, N. M.
Wisdom, Bessie Ft. Summer, N. M.
Wilbur, Mrs. Amistad, N. M.
Wright, Mrs. Jennie Carlsbad, N. M.

CORRESPONDENCE DEPARTMENT

Daly, Mr. C. L. ---- Carlsbad, N. M.
Cramer, C. S. ---- Tucumcari, N. M.
Cadwallader, Alfred ---- Cliff, N. M.
Doane, Elizabeth ---- Silver City, N. M.
Spriggs, T. N. ---- Montoya, N. M.
McLaren, J. E. ---- Tucumcari, N. M.
Gerhardt, Clara ---- Tucumcari, N. M.
Williams, Lora ---- Artesia, N. M.
Bohnam, Violet ---- Deming, N. M.
Henderson, J. D. ---- Tucumcari, N. M.
Cornett, Maud ---- Obar, N. M.
Stagner, Beulah ---- Artesia, N. M.
Jones, Helen ---- Oscuro, N. M.
Standifer, Thomas A. ---- Avis, N. M.
Wisdom, Bessie ---- Dawson, N. M.
Gillmore, ---- Alto, N. M.
Miller, Percy ---- Carlsbad, N. M.
Verden, Mrs. Lizzie ---- Orogrande, N. M.
Davis, J. F. ---- Progresso, N. M.
Shull, Mrs. ---- Tucumcari, N. M.
Grove, P. A. ---- Kenna, N. M.
Laws, Minnie ---- McIntosh, N. M.
Pritchett, Mrs. Katherine ---- Lemetar, N. M.
Nesbett, Gladys ---- Las Cruces, N. M.

Training Department

NINTH GRADE

Andrews, Ruth ---- Silver City, N. M.
Armstrong, Mabel ---- Silver City, N. M.
Boone, Carrie ---- Dwyer, N. M.
Click, Raymond ---- Mogollon, N. M.
Dimmick, Myrtle ---- Silver City, N. M.
Downey, Roland ---- Silver City, N. M.
Fleming, Asa ---- Silver City, N. M.
Gardener, George ---- Silver City, N. M.
Gallegos, Edward ---- Santa Fe, N. M.
Harper, Leila ---- Silver City, N. M.
Hooker, Ralph ---- Silver City, N. M.
Martin, Irene ---- Silver City, N. M.
Robbins, Nellie ---- Silver City, N. M.
Shipley, Frederick ---- Silver City, N. M.
Sanchez, Adelino ---- Tome, N. M.
Tenney, Thelma ---- Silver City, N. M.
Whitehill, Cornelius ---- Silver City, N. M.
Watkins, John ---- Silver City, N. M.

Eighth Grade

Boller, Glen Silver City, N. M.
Cureton, George Lordsburg, N. M.
Gilles, Dennis Silver City, N. M.
Guoin, Gerald Silver City, N. M.
Hull, Richard Silver City, N. M.
Jones, Bertha Silver City, N. M.
Kerr, Harry Silver City, N. M.
Light, Charles Silver City, N. M.
Middleton, Erin Silver City, N. M.
Marriott, Mary Florence Silver City, N. M.
Piersol, Ralph Silver City, N. M.
Perrault, Roy Silver City, N. M.
Robertson, Milton Silver City, N. M.
Schiff, Leo Silver City, N. M.
Thwaits, Fanny Love Silver City, N. M.
Thwaits, Eugene Silver City, N. M.
Teel, Alma Silver City, N. M.
White, Bessie Silver City, N. M.
Wiley, Florence Silver City, N. M.

Seventh Grade

Angle, Katherine Silver City, N. M.
Buckeridge, Russell Silver City, N. M.
Baca, Manuel Silver City, N. M.
Card, Amy Silver City, N. M.
Crawford, Gloria Silver City, N. M.
Dimmick, Ariel Silver City, N. M.
Hately, Willie Silver City, N. M.
Murray, Lyda Silver City, N. M.
Reiling, Mabel Silver City, N. M.
Reiling, Eva Silver City, N. M.
Stillwell, Naomi Silver City, N. M.
Schiff, Clara Silver City, N. M.
Chavez, Frank Silver City, N. M.
Whitehill, Clarice Silver City, N. M.
Wiley, Clay Mogollon, N. M.

Sixth Grade

Armstrong, Turner Silver City, N. M.
Brumback, Lillian Silver City, N. M.
Baca, Manuel Tome, N. M.
Downes, Edward Silver City, N. M.
Guyn, Fay Gila, N. M
Martin, Clarence Silver City, N. M.
Reiling, Mary Douglas Silver City, N. M.
Tulloch, Vallie Silver City, N. M.
Stockton, Angus Silver City, N. M.

Fifth Grade

Agee, Frederick Silver City, N. M.
Bullock, Elinore Silver City, N. M.
Bullock, Earle Silver City, N. M.
Card, Albert Silver City, N. M.
Easton, Frank Pinos Altos, N. M.
Herrmann, Sadie Silver City, N. M.
Mitchell, Joel Silver City, N. M.
Robertson, Vina Silver City, N. M.
Schiff, Max Silver City, N. M.
Shipley, Addison Silver City, N. M.
Stockton, Gertrude Silver City, N. M.
Stockton, Wayne Silver City, N. M.
Stratton, Bryan Silver City, N. M.
Stockton, Gilbert Silver City, N. M.

Fourth Grade

Agee, Elinore Silver City, N. M.
Angle, Richard Silver City, N. M.
Buckeridge, Natalie Silver City, N. M.
Crawford, Margaret Silver City, N. M.
Dimmick, Ileta Silver City, N. M.
Downes, Winifred Silver City, N. M.
Lee, Aubrey Silver City, N. M.
Middleton, Sam Silver City, N. M.
White, Athington Silver City, N. M.
White, Douglas Silver City, N. M.
White, Tom Silver City, N. M.
Murray, Hazel Silver City, N. M.

Third Grade

Bullock, Theophilus Silver City, N. M.
Burnside, John Silver City, N. M.
Burnside, Katherine Silver City, N. M.
Bush, Frederick Silver City, N. M.
Pinkerton, Bettie Silver City, N. M.
Robertson, Ruth Silver City, N. M.
Walton, William Silver City, N. M.
Wiley, Alice Silver City, N. M.

Second Grade

Agee, Mary Silver City, N. M.
Heather, Mary Silver City, N. M.
Holson, Thomas Silver City, N. M.
Jackson, Rufus Silver City, N. M.
Kelly, Margaret Silver City, N. M.
Tulloch, Henry Silver City, N. M.
Thwaits, Arthur Silver City, N. M.

Vencill, Genevieve Silver City, N. M.
Williams, Edelle Silver City, N. M.

FIRST GRADE AND KINDERGARTEN

Agee, Walter Silver City, N. M.
Brownell, Robert Silver City, N. M.
Brumback, Mary Louise Silver City, N. M.
Cooley, James Calvin Silver City, N. M.
Farnsworth, Mary Anna Silver City, N. M.
Gillespie, Alan Silver City, N. M.
Holson, Francis Silver City, N. M.
Page, Helen Silver City, N. M.
Pinkerton, J. W Silver City, N. M.
Robertson, Vida Silver City, N. M.
Tulloch, Ethel Silver City, N. M.

SUMMARY

Alumni	121
Regular Students	88
Special Students	4
Business Students	15
Correspondence Students	24
Summer School Students	111
Training School	115
Total Number	498

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NEW MEXICO
NORMAL SCHOOL

SILVER CITY, NEW MEXICO

1912-1913

UNIVERSITY OF ILLINOIS

ANNUAL ANNOUNCEMENT
AND CATALOGUE

New Mexico Normal School

Silver City, New Mexico

EIGHTEENTH SESSION

1911-1912

Announcement for 1912-1913

Calendar for 1912-1913

First Term—Seventeen Weeks

Begins August 26, 1912, closes December 20, 1912

Second Term—Twenty-one Weeks

Begins Monday, January 6, 1913, closes May 23, 1913

Commencement Program

Field Day, Friday, May 2.
Parliamentary Contest, Friday, May 9.
Annual Society Literary Contest, Friday, May 16.
Baccalaureate Address, Sunday, May 18.
Annual Play, Monday, May 19.
Graduating Exercises, Tuesday, May 20.
Alumni Anniversary, Tuesday, May 20.

Board of Regents

Hon. A. W. Cooley Silver City
Hon. C. W. Marriott Silver City
Hon. Jackson Agee Silver City
Hon. V. T. Manville Silver City
Hon. John Corbett Deming, N. M.

Officers of the Board

Hon. A. W. Cooley President
Hon. Jackson Agee Secretary-Treasurer

*Faculty

C. M. LIGHT, Ph. D. (Kansas State Normal School; University of New York;) President
Psychology and Pedagogy

E. L. ENLOE, B. E. (Kansas State Normal School), Pd. M. (New Mexico Normal School)
History, Latin, Assistant in Pedagogy

MISS ISABEL WARD, B. L. (University of California)
Spanish, Assistant in Latin

MISS HELEN MANVILLE CALKINS, (Knox College; Curtiss Business College, Minnesota)
Principal of Business Department.

T. G. RODGERS, A. B. (University of Tennessee;) A. M. (University of Wisconsin)
Mathematics.

MISS WILFRED JEAN FORSYTH (Southern Illinois Normal University)
English.

J. E. BROWNLEE, A. B. (Kansas University)
Science and Manual Training

MISS MARJORIE HUBBELL (Thomas Normal Training School, Detroit, Michigan; Handicraft Guild, Minneapolis; National Summer School of Music, Chicago).
Music and Art.

MISS LELA A. MANVILLE, Pd. B. (New Mexico Normal School)
Principal of the Training School.

MISS ELLA SCHAFRANKA
Assistant, Training School.

MISS MARY OLIVER, Pd. B. (New Mexico Normal School).
Assistant, Training School.

MISS MARY ECKLES (New Mexico Normal School)
Assistant, Training School.

MISS NINA LIGHT, Pd. B. (New Mexico Normal School)
Assistant, Training School.

J. R. ROIBAL
Custodian of Buildings and Grounds.

*Except Training Department, arranged according to seniority.

New Mexico Normal School

General Information

Silver City, Grant county, the location of the Normal School of New Mexico, is at the terminus of the branch of the Santa Fe railway system, which leaves the main line from Albuquerque to El Paso, at Rincon. The town consists of about five thousand inhabitants, and is nestled among the hills at the foot of surrounding mountains, presenting a scene most interesting to look upon. The Mimbres river is on the east and southeast, and the Gila valley on the north and west. The climate of this section, on account of the latitude and elevation, is unexcelled. Its cool summers, mild winters, and dry invigorating atmosphere, render it one of the most favored health resorts in America. The Government, recognizing this fact, located its military and naval sanitarium at Fort Bayard, nine miles distant, where many tuberculous patients are annually cured by climatic conditions.

LOCATION

The Normal was established by an act of the twenty-fifth legislative assembly, 1893. Soon after their appointment, the regents met, organized, and determined to open a school the following year. In pursuance of this, temporary quarters were rented, a competent corps of teachers employed, and a suitable course of instruction adopted. In the meantime plans and specifications were drawn, accepted, and the contract let for the main building, which was dedicated two years and two months after the school's first opening. The growth of the school from the beginning until now, as shown by the construction of new buildings, the multiplication of appliances, an increasing enrollment and a steady advance

HISTORY

in proficiency, has been a source of gratification to its friends.

PURPOSE

On account of it being an attempt of mind to control mind, especially from the standpoint of development, and in the direction of the highest interest of the individual and society, teaching requires the highest form of skill and intelligence. It is for this reason that the best teaching requires careful preparation, not only for each and every particular task, before giving it, but also systematic formal preparation. It is this necessary forethought, this long drawn-out process of getting ready by study and instruction, this actual training for a special line, that makes teaching professional. To make professional teachers is the central idea of the Normal School. To this end actual experience in teaching must be given as well as instructing the individual in reference to the condensed experiences of other teachers.

EQUIPMENT

Twenty-five acres of land within the townsite, neatly fenced and ornamented with trees, shrubbery, etc., constitute the Normal campus. Within this inclosure are situated the main building, the gymnasium and laboratory, the training school, building for the heating plant, and the dormitories. The main building contains the principal's office, the assembly hall, the library, the museum, and various recitation rooms. The assembly room is furnished with opera chairs, a piano, etc., and is beautified with pictures and statuary. The library and museum occupy the third floor of this building, their isolation being most favorable for study. The Wernicke system of book cases is used in the library, which contains about six thousand volumes. The books have been chosen with special reference to the needs of the school, and in this respect the library is complete. While the museum possesses many curios, the collec-

tions are made mainly in view of class instruction. The gymnasium is equipped with the various devices for physical culture. While both boys and girls take a course of training under the physical director, all are allowed at stated intervals the free use of the apparatus. The biological, the physical, and the chemical laboratories are fitted with the necessary apparatus to make the work of this department the most efficient. The upper story of the heating plant building is used for manual training, the lower story contains the boilers, coal bins, and bath room for boys. The exemplification of the Normal School idea is to be found in the training school, which is designed to be a model school in both method and management. This school serves two purposes: it gives training to those who are preparing to teach, and is a preparatory school for the Normal proper.

The following evidences of scholarship will admit persons into the Normal department.

CONDITIONS FOR ADMISSION

(1) The possession of a teacher's certificate, known to have been regularly issued by a competent board of examiners.

(2) The possession of a diploma from a high school, college, etc., of known repute.

(3) A recommendation from a competent school superintendent.

(4) Having once attended the Normal.

(5) Sufficient evidence of the applicant's knowledge of the so-called common branches, by examination or otherwise.

The academic department attempts to confine its efforts to secondary education. Elementary schools desiring to articulate with it should complete, in a satisfactory manner, what is generally accepted as eighth grade work. In order that pupils may not be condi-

ARTICULATION

tioned on their entrance, this work must cover the following grounds:

I. *English*—Reed & Kellogg's Higher Lessons in English through analysis and modifications of the parts of speech; Reed's Word Lessons, including the drills on word lists, a study of synonyms and word analysis; composition exercises, which will give the pupil ability to write good English; the study of five American classics: Snow Bound, Legend of Sleepy Hollow, Vision of Sir Launfal, Evangeline, The Great Stone Face; or their equivalents.

II. *Arithmetic*—The adopted eighth grade series completed.

III. *History and Civics*—The first book of the adopted two book series on these two subjects, completed. Two lessons per week in civics.

IV. *Geography*—Natural School Geography book completed, reviewed and supplemented.

V. *Nature Studies*—A study of animals and plants suited to this stage of work. The adopted elementary physiology studied and completed. Experiments in physics preparatory to the study of physiography and physics must include those showing the pressure, weight, and behavior of the air, sea and fresh water as agencies, gravity, simple mechanics, effect of heat, nature of sound, light, electricity, etc. Two lessons per week during a nine months' term ought to cover the ground in these subjects.

EXPENSES

The expenses of attending the Normal are quite reasonable. Board and room in private families varies from eighteen to twenty-five dollars a month. Furnished rooms may be rented at very low rate, and there are many opportunities for young ladies to earn their own way by doing house work night and morning.

A small tuition of five dollars a term is charged those who are enrolled in the Normal proper. Training school pupils, paying in advance, are charged four dollars per term—otherwise five dollars. Those who take typewriting and stenography in the commercial department are charged two dollars per term for the former, and three dollars per month for the latter. This gives students the use of a typewriter one hour each day, and forty minutes recitation in shorthand. The full shorthand course is limited to fifteen dollars. Chemistry students pay five dollars per term for chemicals used and extra for breakage.

DORMITORIES

Ritch Hall, the dormitory for girls, offers a pleasant and convenient home on the campus for about forty girls. The rooms are arranged for two girls and the rate is seventeen dollars a month; but a girl may have a room to herself by paying twenty dollars a month; this is the better plan where it is possible, as a girl is more free from interruptions. The girls take care of their own rooms.

Each room is furnished with a rug, dresser, washstand, study table, several chairs and a double bed with mattress, pillows and mattress pad. Girls must bring sheets, pillow slips, covers, towels, napkin ring and laundry bag. Any thing they can bring to make their room pretty and homelike will add very much to their comfort and happiness.

A girl's clothing should be simple and serviceable. She should have heavy underwear, bath robe, bedroom slippers, overshoes, umbrella and a light wrap in addition to the usual articles.

Girls under fourteen should have a special allowance of five dollars a month for laundry, cleaning, mending and little necessary articles. This is to be paid to the matron, who will keep account of it and re-

fund any surplus at the end of the year. Older girls take charge of these matters for themselves.

A boys' dormitory, which is capable of accommodating twenty persons, is also located on the campus. Both girls and boys take their meals in a common dining room.

The rules are few and are only such as are necessary to avoid friction among the members of so large a family and to secure the well-being of each member. Parents who have any special wishes with regard to their son or daughter are urged to correspond with the matron, who will gladly see that their wishes are carried out. Further information may be obtained by writing to the president.

SOCIETIES

One of the leading features of the Normal is its literary societies—the Literati and the Lyceum. A membership in one of these organizations is not obligatory upon pupils, but those who regularly serve on society programs are excused from school rhetoricals. This requirement however, practically results in all pupils becoming members of one society or the other. All their work is under the supervision of the faculty, not in name, but in actual practice. In drafting programs, planning amusements, and in preparing for social functions of all kinds, the president personally assists or directs his teachers in doing so. Members of the faculty attend the meetings of the societies and do all in their power to make the societies a success. During commencement week the society contests in athletics, parliamentary drill, oration, essay and debate are sources of much interest.

The person who attends the Normal is brought

under many good influences. The Catholics, Episcopalians, the Methodists, the Presbyterians and the Baptists, each have organizations in Silver City. There are four Sabbath schools and four young people's organizations connected with these denominations. Each member of the faculty personally interests himself or herself in the success of these moral forces in the community, thereby supplementing the ethics of the school. School ethics receive a great deal of emphasis both directly and indirectly. Systematic instruction is given, and every incident of the school is turned to moral account, either for some individual or the school as a whole. Thus we seek to make the school like life, with the element of instruction and personal example added.

MORAL INFLUENCES

Each student is treated as a lady or gentleman. A general oversight is taken of all pupils, both in and out of school, and especially those boarding at the dormitories. In thus assuming complete control over the conduct of pupils we endeavor to be fair, rather than strict, firm, rather than harsh, impartial, never losing sight of the highest ideals of family life. Self government is the best, at least that which is secured without the governed being aware of it. Every effort is made to awaken the true spirit of research, self-reliance, self-direction, not alone as a seeker after knowledge, but in sports, amusements, or activities of whatsoever kind. Parents and young people who are in search of a school that aims to give an all-round education will do well to consider carefully these features of the Normal.

CONTROL

Connected with the Normal, under its sole control,

is the practice school, in which is represented a kindergarten and all the grades, giving an opportunity for pupils of any grade of proficiency to be classified. Only twelve are admitted to each grade, thus allowing a great deal of individual work to be done. Preference, however, is given to those who have once been enrolled and non-resident pupils. The teacher in charge of each room is an expert, being especially proficient in the particular work assigned her.

TRAINING SCHOOL

The regular summer term is held for eight weeks beginning the following Monday after the close of the second semester. While the session is designed especially for teachers who wish to work up to a higher standard of scholarship and professional efficiency, arrangements may be made with the president whereby any study in the curriculum may be pursued. The work of this term is of the same character as that of any of the other terms of the scholastic year. Nor is it intended to be an opportunity to shorten any of the Normal courses. Therefore, to obtain credits, the same degree of efficiency is required. By special arrangement with the State Board of Education, candidates are allowed to make credits in four branches, by recitation, at the summer term, either for county or state certificates. These also may be counted for graduation.

SUMMER SCHOOL

The Normal is prepared to teach any study of its curriculum by correspondence. By this method regular lessons are assigned, learned, and recited. Upon the completion of certain definite portions of the subject-matter of each branch, tests are given, the papers of the student being returned with the corrections marked thereon. Those who reach the re-

CORRESPONDENCE SCHOOL

quired degree of proficiency will be given passing credits the same as if they were present at the school.

The organization of a school of correspondence in connection with the professional courses of the Normal, seems to be a matter of necessity. The distances in New Mexico are great. During the school year the service of good teachers is in constant demand. Under the present system of certification every inducement is held out to teachers to secure a certificate of a higher grade than the one in their possession. The direct work of their schools does not engage all their time. Few can or will lay out a course of study and pursue it regularly and systematically. They need a task-master as well as a system of instruction. For all such, a course in correspondence comes as a boon. Thus, by the aid of the summer school and study by correspondence, there is no good reason why every ambitious teacher should not receive the highest award of the state, a life diploma.

Considering the amount of work connected with it we have made the charges for the correspondence course very reasonable, indeed. Six dollars pays for a one term study and twelve for a two term study. In each instance the fee is payable in advance. No charges are made for the required readings.

DIPLOMAS

Three general classes of diplomas are granted by the school: a diploma for completing the university entrance course, the business course diploma, and diplomas for those who desire to enter upon the career of the teacher; the elementary, the didactic, and the professional. These diplomas correspond to the three classes of certificates issued by the State Board of Education: the three year certificates, the five year certificates, and the life certificates. It should be noted in this connection that the

credits which merit these diplomas from the school are accepted by the State Board for its certificates.

DEGREES

The Normal grants degrees upon the following conditions: Upon a candidate mading 240 credits or doing six years' work, the degree of Bachelor of Pedagogy will be conferred. Students already possessing the Bachelor's degree are required to make forty additional credits for the degree of Master of Pedagogy. But neither degree will be conferred unless the student makes forty units in the Normal and has been in actual attendance for a period of not less than sixteen weeks.

OTHER SCHOOLS RECOGNIZED

Grades brought from other schools are accepted in lieu of those made at the Normal. But no person shall be graduated on less than 160 credits, four of which shall be made in residence, sixteen weeks in actual residence study being the minimum period required for making the four credits referred to. (See schedule on page 21.)

GRADES AND CLASSIFICATION

No particular emphasis is placed upon set grades in the school. We recognize that the student's being conscious of reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for the effort made, we have adopted the plan of grades and credits.

GRADE	36 WEEKS' STUDY	18 WEEKS' STUDY
85 to 100	10	5
80 to 85	9	4½
75 to 80	8	4
70 to 75	7	3½
65 to 70	6	3
60 to 65	5	2½

A pupil's standing from 85 to 100 in a forty weeks' study entitles him to ten credits for graduation: in a study requiring less time a reduction is made accordingly as shown by the above table. Grades are reduced on account of absence. A mark below 60 is counted as a failure and is entitled to no credits. A candidate who has taken all the studies required and still falls below the minimum must raise his grade, either by taking the branch again or by examination, before he can receive the honors of the school. Professional diplomas require that the recipient make full credits in the professional studies and the subject of arithmetic. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other state institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

THE ALUMNI

The alumni association of the school holds one meeting a year, at the time of the annual banquet, the day after commencement. On this occasion the graduating class is received and entertained, and much interest is manifested. Indeed, the welfare of the school is largely dependent upon its former students and alumni. On the other hand, the faculty is interested in the successes of its graduates, and desires to aid them in every laudable undertaking.

Railroad Fare Paid

On coming to the Normal from any part of the State, the railroad fare of students in excess of three dollars will be refunded to them. The same reduction will be made for their return. This is done under three conditions: (1) The student must be a resident of New Mexico; (2) must promise to teach; (3) and must be in regular attendance for at least eight weeks in succession. The privilege applies to the summer term as well as the regular session.

Class Memorials

Since the third graduating class, it has been the custom to leave the school a class memorial of some sort. The class of 1898 presented busts of Pestalozzi and Frœbel, mounted on pedestals; class 1899 "Mercury at Rest" in marble; class of 1900, a mounted deer's head; class of 1901, the picture of "Aurora"; class of 1902, the picture "The Chase"; class of 1903, "Reading and Writing," in marble; class of 1904, "Napoleon," in marble; class of 1905, a park fountain erected in front of the girls' dormitory; class 1906, "The Hunter," in bronze and a mission clock for the girls' dormitory; class 1907, "Gettysburg," a bronze tablet bearing Lincoln's Gettysburg address; class of 1908, four concrete seats located on the campus; class of 1909, sanitary fountain for the Training School and a circular swing; class 1910, four campus settees; class of 1911, play ground apparatus for Training School.

Course of Instruction

There are three departments of the Normal work: the professional, the academic, and the business. While these departments are co-ordinated whenever it is possible, in the actual work of the school, they are nevertheless distinct phases of instruction. It is true that special emphasis is placed upon the school's professional work, but the academic does not suffer on this account. Indeed, it is made more thorough and efficient because it is given by teachers who are especially trained to impart knowledge to others.

DEPARTMENTS

Academic Curriculum

A complete schedule of academic work for all courses.

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.
Electives—Latin or Spanish (10) V.

SECOND YEAR

Required—English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin or Spanish.

THIRD YEAR

Required—English (10). Literature III. Rhetoric II.
Physics (10) V.
Plane Geometry (5) V.

Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
General History (10) V.
Book Keeping (5) V.

FOURTH YEAR

Required—English Grammar (5) V. Elocution and Literature (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Psychology (10) V.
Advanced Arithmetic (10) II.
Accounting and Typewriting (5) II.
U. S. History and Civics (10) II.
Sociology (10) V.
Commercial Law (5) V.
Stenography and Correspondence (10) V.
Art III.

The credit system involves three elements: time, efficiency, and extent of the subject matter learned. The amount of the subject matter required is set forth by the syllabus of studies on the following pages. The per cent. system as explained on pages 17 and 18 indicate the efficiency required.

Ten credits require five recitations a week for a period of thirty-six weeks or its equivalent.

Professional Course

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.

NOTE.—Arabic numerals refer to the number of credits for each branch, the Roman to the number of recitations per week.

Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

SECOND YEAR

Required—English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

THIRD YEAR

Required—English (10). Literature III. Composition II.
Plane Geometry (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Physics (10) V.
Latin (10) V.
General History (10) V.
Book Keeping (10) V.

FOURTH YEAR

Required—English (10) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Elocution (5) V.
Sociology (5) V.
Commercial Law (5) V.
Drawing (3) III.

FIFTH YEAR

Required—Professional Study of Arithmetic (10) V.
Professional Study of Grammar and Rhetoric (5) V.

Professional Study of United States History and Civics (10) V.
History of Education and School Systems (5) V.
Observation and Practice Teaching (5).
Educational Theses and Debating (2).

SIXTH YEAR

Required—Genetic Psychology (10) V.
Special Methods (10) V.
General Pedagogy (5).
School Management and School Hygiene (5) V.
Practice Teaching (10).
Professional Reading and Theses (2).
Leading Class in Physical Culture (1).

College Entrance Course

FIRST YEAR

English (10). Literature III. Composition II.
Algebra (10) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

English (10). Literature III. Composition II.
Physics (5) V.
Plane Geometry (5) V.
General History (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

English (10) V.
Latin (10) V.
Trigonometry (5) V.
Solid Geometry (5) V.

Chemistry (10) V.
Vocal Music (1) II.
Physical Training (1) II.

Business Course

FIRST YEAR

English (10) V.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Spanish (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10) V.
Algebra (5) V.
Spanish (10) V.
Botany (5) V.
Physiology (5) V.
Plane Geometry (5) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

Book Keeping (10) V.
English Grammar and Corre pondence (10) V.
Commercial Law (5) V.
General History or Physics (10) V.
Spelling and Penmanship (5) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

Business Arithmetic (10) V.
Stenography (10) V.
Typewriting (5) V.
United States History and Civics (10) V.
Business Practice (5) V.
Vocal Music (1) II.
Physical Training (1) II.

HIGH-SCHOOL COURSE

From the foregoing schedules three High School Courses are provided for: a course for College Entrance, a Business Course, and a General Course. The College Entrance Course is modeled after the Committee of Ten and is designed to prepare pupils for University admission. The Business Course is the same as that given by the best Commercial High Schools in the country. In addition to the required work as set forth in the above program, bookkeeping, penmanship, commercial law, commercial arithmetic, typewriting, stenography and business correspondence are also required. Those Academic students who do not wish to take either the College Entrance Course or the Business Course may take the General Course, a type of secondary education that admits of a wider range of elective studies. The average student can complete these courses in four years, 160 being the minimum number of credits required for graduation from either of them.

PROFESSIONAL COURSES

The Normal Department provides for three Professional Courses: That for the Three Year State Certificate; that for the Five Year Certificate; and the course leading to the Life Diploma. The first comprises all the required studies of the first four years as outlined under "Professional Courses," all the professional branches of the last two years, and enough of the optional studies to make 185 credits. The second is the same as the first, adding 15 credits for observation and practice or experience in teaching. When those who have completed the Five Year Certificate Course and have had three years of successful teaching experience, in addition to the observation and practice in the training school, or its equivalent, have made forty (40) more credits from the elective studies, they become eligible to a life diploma from the

State Board of Education. Accredited High School graduates are required to take the last year of the Professional Course before they are eligible to the Five Year Diploma and Certificate.

Pupils holding creditable grades from the other state institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable. But all such deviations must be by the advice and consent of the principal.

Upon the recommendation of the State Board of Education these elementary courses are offered. The course in section one aims to prepare persons for the reception of a third grade county certificate; section two, for a second grade county certificate; section three, for a first grade county certificate. Though the branches in the first section are repeated in the second and those of the second in the third, the courses are different. The second requires a more thorough and extended knowledge of these subjects than the first, and the third a more thorough and extended knowledge of them than the second. These courses thus serve two purposes, (1) They lead up to the full professional course. (2) Those who wish to teach before graduation will have an opportunity to do so.

ELEMENTARY COURSE

SECTION 1. This course includes Reading, Arithmetic, English Grammar and Composition, Geography, Penmanship and Orthography.

SEC. 2. This course includes the same branches as the preceding one, adding United States History and an elementary course in the Art of Teaching and School Management.

SEC. 3. This course includes the same studies as the second, adding Physiology, Civil Government, Psychology, Theory of Teaching and Actual Practice in Teaching, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics and Elementary Bookkeeping.

Reading Course

Under the direction of the various departments of the school, students are required to read two books each term from the following list. The selection must include one book on the subject of history, one from the essay, one poem or novel each term.

FIRST TERM

Washington and His Generals, Headley
Life of Joan of Arc, Bartlett
Tom Brown's School Days, Hughes
A New England Girlhood, Larcom
Uncle Tom's Cabin, Stowe
Enoch Arden, Tennyson
The Gold Bug, Poe
Black Beauty, Sewell
Little Women, Alcott
Timothy's Quest, Wiggins

SECOND TERM

California and Oregon Trail, Parkman
A Week on the Concord and Merrimac Rivers, Thoreau
Forms of Water, Tyndall
Napoleon and His Marshals, Headley
The Alhambra, Irving
Tales of a Traveler (selections), Irving
Story of the Odessey, Brooks or Palmer
Old Curiosity Shop, Dickens
Lucile, Meredith
The Crisis, Churchill
Age of Fable, (selections), Bulfinch

THIRD TERM

Walden, Thoreau
Plutarch's Lives
The Talisman, Scott
Midsummer Night's Dream, Shakespeare
Fall of the House of Usher, Poe
Last Days of Pompeii, Lytton
John Halifax, Gentleman, Mulock
Aurora Leigh, Mrs. Browning

FOURTH TERM

The Colonial Era, Fisher
Fifteen Decisive Battles, Creasy
Dr. Jekyl and Mr. Hyde, Stevenson
Treasure Island, Stevenson
The Luck of Roaring Camp and Other Stories, Bret Harte
Cloister and the Hearth, Reade
Jane Eyre, Bronte
The Ruling Passion, Van Dyke
COUNTED AS ONE:
Sohrab and Rastum, Arnold
The Revenge, Tennyson

FIFTH TERM

The Story of the Mind, Baldwin
The Scarlet Letter, Hawthorne
Henry Esmond, Thackeray
The Quality of Mercy, Howells
Old Creole Days, Cable
Marse Chan, T. N. Page
The Making of a Nation, Walker
The Middle Period, Burgess
David Copperfield, Dickens
The Master of Ballantrae, Stevenson
Mazeppa, and the Prisoner of Chillon, Byron
St. Agnes' Eve, Keats
Life of Columbus, Irving

SIXTH TERM

Constitutional History of the United States
Tale of Two Cities, Dickens
Vanity Fair, Thackeray
Cranford, Mrs. Gaskell
Quenten Durward, Scott
Oliver Twist, Dickens
James Balfour, Stevenson
Browning (selections)
Wordsworth (selections)
Shelley (selections)

SEVENTH TERM

Woodstock, Scott
House of Seven Gables, Hawthorne
COUNTED AS ONE:
Sonny, R. McEnery Stuart
The Blue Flower, Henry Van Dyke
Three Biographies (selected)
Heroines of Fiction, Howells
Lorna Doone, Blackmore
Adam Bede, Eliot
Dombey and Son, Dickens
Browning (more difficult selections)
Tennyson, The Princess
Tennyson, Maud
Tennyson (selections)
Getting On in the World, Mathews

EIGHTH TERM

The American Commonwealth, Bryce
The Choir Invisible, James Lane Allen
Quo Vadis, Sienkeewiez
Men, Women and Ghosts, E. S. Phelps-Ward, with The Technique of the Short Story, Barrett
George Eliot and Her Heroines, Woolson
Shakespeare's Heroines, Jameson
The English Religious Drama, C. L. Bates
Little Dorrit, Dickens
The Mill on the Floss, Eliot
The Virginians, Thackeray
Kings' Treasures and Queens' Gardens, Ruskin
Tess of the D'Urbervilles, Hardy

Senior students taking the course in pedagogy are required to substitute the following books for those mentioned for the last two terms above.

Talks to Teachers on Psychology, James
The Training of Children, Trumbull
Philosophy of Teaching, Thompkins
Study of Children, Warner
Teachers and Teaching- Trumbull
Physical Nature of the Child, Rowe
General Methods, McMurray
Care of Children in Health, Oppenheim

Current Information

He who possesses a thorough knowledge of current events is not only learning history in its making, but comes to have an appreciative interest, which he would not otherwise have, in every form of knowledge. The text and the library are incomplete without the literature of today to give them meaning. The events of the past are pale, while those of the present are blood red. Out of the past come the lessons of life, but a knowledge of the present reveals our personal needs. For these, and other reasons of less importance, the Normal attempts to make every pupil a student of current information. To this end our library tables are furnished with the most carefully selected periodicals. Here may be found daily and weekly newspapers, magazines, and all the leading professional journals upon the subject of education. Students not only have free use of these, but are often required to make special investigations of them for the purpose of debate and essay work. Once a week a student, or some member of the faculty, presents the most important news from the platform, making a special effort to show their teaching from the standpoint of ethics and sociology.

The Principal edits The Normalite, a quarterly periodical, devoted to the interests of the school and the cause of education. The commencement number

is handed over to a committee of students, but all their productions are carefully criticized, making it not only more readable but of more value to its contributors. A copy of this issue may be had by any one making a request for it.

Academic Department

MATHEMATICS

Arithmetic

The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view of thoroughness and improvement in methods. Three phases of the work are brought out: the mechanical, the philosophical and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view, all processes, as such, are explained and their relations pointed out. Special emphasis is placed on the practical side of the subject. That method and that form of the subject matter are used that will be of most benefit in after life and future study. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

Algebra

The required course in Algebra consists of three terms' work. The first year's course centers about the equation and the solution of simple problems that grow out of arithmetic, but extend a little beyond the arithmetical domain rather than formal proofs. The following topics are emphasized: the expression of correct algebraic language and equation, graphs, simultaneous equations

of two or three unknowns, factoring, simple qualities and simultaneous qualities by factoring and an introduction to radicals, quadratics, and fractions in their more general forms.

The third term's work coming in the Junior year permits some attention to be given to the formal side of algebra. A thorough review in the essentials of the first year's work is given, followed by a good course in radicals, quadratics, simultaneous quadratics,progression, and graphing the equation of the second degree. The work of this term centers about the quadratic equations and the solution of geometrical problems in order to unify the work previously given in algebra and geometry.

GEOMETRY

Two terms are given to plane geometry and one to solid. Plane geometry is developed by an inductive-deductive method. Constructions, measurement and inductive proofs predominate in the early part of the course and the more rigorous deductive proofs in the latter. The work is vitalized by the solution of simple exercises and practical problems requiring the use of the algebra of the previous year.

Solid geometry coming in the fourth year is developed by more rigorous deductive and general methods than were admissible in plane geometry. The theorems forming the basis of plane geometry are reviewed in such a way as to give a comprehensive view of the whole field. Cylinders are made corollaries to prisms, cones to pyramids, spherical triangles to trihedral angles, etc. The analogy between plane and solid geometry is carefully developed. The binomial prismatoid formula which dominates mensuration of solids is emphasized throughout the course. The solution of the exercises of this term requires the use of arithmetic, algebra, plane and solid geometry, thus unifying the previous three years' work in mathematics.

One term is given to the study of plane trigonometry. This course emphasizes the trigonometrical functions, derivation of formulas, use of tables and the solution of triangles by trigonometry and construction and measurement.

TRIGONOMETRY

One term in college algebra is offered when there is sufficient demand for it. This course is strictly of college grade and presupposes the completion of the full course outlined above.

ENGLISH

The fundamental aims in the academic work of the English department are to strengthen the appreciation and love of literature, and to teach the student to express himself in adequate English. The first of these is approached by teaching the student what he should demand of different types of novels, poems, dramas and essays, and by familiarizing him, through reading and study, with books which answer standard requirements. The second aim includes oral and written composition, and the more unconscious but equally valuable informal class discussion of various subjects. Four formal themes a month are required in each of the first four years of the course, one recitation a week being devoted to the reading and to the criticism of themes and models, the writing of short compositions in class and the discussion of material for such exercises.

In the fifth year a teacher's course in the study of the English language is given, together with work in special methods of teaching English. The following is a syllabus of the work required:

FIRST YEAR

I. *Rhetoric:* 1. The Nature of Expression. 2. The Theory and Art of Theme Writing. 3. Letter Writing. 4. Poetic Composition. "Brooks and Hubbard" is suggested as a typical text.

II. *Ability to Write English.*

III. *A Knowledge of Classics.* 1. Short Stories from Hawthorne, Poe, or Kipling. 2. A Ballad—Ancient Mariner, Sohrab and Rustum, or an extract from The Odyssey. 3. A Narrative Poem from Scott or Longfellow. 4. A Shakespeare Play—Julius Caesar, Twelfth Night, or As You Like It.

An extended knowledge of one of each of these four forms is required, such as results from an intensive study of them for passing a formal examination. A general reading acquaintance is required of one other of each of these classics.

SECOND YEAR

I. *Rhetoric:* Language as a medium through which ideas and thoughts are expressed—Description, Narration, Exposition, and Argument. "Brooks and Hubbard" will serve also as a standard of thoroughness on these topics.

II. *Ability to Write English.*

III. *A Knowledge of English Classics:* Silas Marner, Sir Roger DeCoverley Papers, Merchant of Venice, or Henry V., Vicar of Wakefield, DeQuincy's English Mail Coach, Ruskin's Sesame and Lilies, Macauley's Lays of Ancient Rome.

An intensive study of five of the above and a general reading knowledge of the remainder, is required.

THIRD YEAR

I. *History of American Literature:* Newcomer is suggested as a text.

II. *Ability to Write Formal Themes.*

III. *Knowledge of American Literature:* 1. Franklin's Autobiography. 2. Washington's Farewell Address. 3. Webster's Bunker Hill Oration. 4. Irving's Sketch Book. 5. Bryan's Poems (selected) 6. One Essay from Emerson. 7. Holmes' Poems (selected). 8. Hawthorne's Short Stories: Marble Faun, or House of Seven Gables. 9. Longfellow's Poems (selected). 10. Lowell's Poems (selected). 11. Whittier's Poems (selected). 12. Short Stories from Poe. 13. One Novel from Cooper.

An intensive knowledge of eight of the above and a general reading knowledge of the others is required.

FOURTH YEAR

I. *History of English Literature:* Such as suggested by Halleck's Text.

II. *Ability to Write Formal Themes.*

III. *Knowledge of English Literature:* 1. Milton's Minor Poems. 2. Burk's Speech of Conciliation. 3. Macauley's Life of Johnson. 4. Tennyson's Idylls (selected). 5. Shakespeare's Macbeth, Hamlet, or King Lear.

An intensive study of all the above, is required. The general reading for this period is left to the discretion of the student or teacher.

"Ability to write English" arises from constant practice. In order to develop this, at least one theme per week is required.

Equivalent Classics to the above may be selected for study and tests, but the selection must be confined to those named by the committee on "College Entrance Requirements in English" for 1906–1911

By an "Intensive Study" of a classic is meant the following: (1) Its classification. (2) The study of the piece as an end within itself. (3) Its intrinsic function or aim as designed by the author. (4) Its indirect functions of which it is capable in regard to the various lessons of life (5) The Plot—Main incidents. Climax—Unity, etc. (6) Characters — names — distinguishing characteristic, considered statically or from the standpoint of development. (7) Setting—time and place. (8) Style—General qualities, diction, figures of speech. (9) Allusion—Historic, mythological, etc. (10) Meter—if poetry. (11) Memory selections. (12) Life and characteristics of the author.

By the "Reading knowledge" of a classic is meant: (1) A general knowledge of the author. (2) A general knowledge of the setting, situation, character, and plot. (3) An appreciation of the teaching and sentiment of the selection.

The time, quantity, and efficiency elements are all provided for in the above outline. The time is indicated by the years, which should consist of five forty-five minute recitations a week for a period of thirty-six weeks or its equivalent. The quantity of material is made quite definite. In the judgment of the writer, the efficiency required should be indicated by at least an eighty-five per cent (85%) grade.

FIFTH YEAR

English Reviewed with a view of Teaching it. 1. Story telling. 2. The Psychology of Language. 3. Language Motives. 4. Principles of Language Teaching. 5. Language Values. 6. Talking and writing in the various grades. 7. Forms and devices for Language Exercises. 8. Grammar Reviewed.

OUTLINE

Course in English Grammar

A. *Origin of Language.* (1) Definition of Articulation (see dictionary). (2) Development of Speech, (a) Expression of emotion —joy, pain, fear, etc. (b) Class names. (c) Individual names. (d) Influence of place, occupation, etc., on growth of Language.

B. *History and Derivation of the English Language.* (1) Aryan Parentage: (a) Original meaning of word Aryan. (b) Second meaning of word Aryan. (c) Present meaning of word Aryan. (2) Construction of diagram of Aryan trunk with branches and off-shoots.

(Texts for C. D. and E. and History of English Language. Most English Grammars give a *final* chapter on the History of the English Language. Longman's English Grammar is a satisfactory text.)

C. *Composite Character of the English Language.* 1. Table showing Race Elements.

I. Aryan	Keltic	Scotch	
		Irish	
		Welch	
	Teuton	Saxon	
		Dane	
		Norman	

2. List of proportionate number of Latin, Greek and Saxon words in English Vocabulary: 60% Saxon, 30% Latin, 5% Greek, 5% Various sources. 3. Explanation of causes of words added: (a) From Latin language. (b) from French language. Explanation of Doublets (pairs of words from same roots).

D. *Inflections.* 1. Plurals: (a) Endings, and (b) formed by change of vowel. 2. Gender. 3. Case. 4. Comparisons. 5. Persons.

E. *Word Studg.* I. 1. Roots, 2. Prefixes, 3. Suffixes, 4. Derivatives, with Definitions and Explanations. 5. Words formed by Composition. 5. Exercises in recognition, understanding of meaning and in use of above.

F. *Phonology.* (a) Definitions of Phonology, Sound, Tone, Noise, Voice, Speech. (b) Classification of alphabet sounds on basis of amount of vocal tone: Vocals, Sub-vocals, Aspirants (with definitions). Classification of alphabet sounds on basis of

articulating organs used; Labial, Palatal, Lingual (with definitions). Classification of alphabet sounds on number of elements involved: Elementary, Compound (with definitions). (c) Classification of alphabet letters: Vowels, Consonants, Diphthongs, Digraphs, Trigraphs, Cognates, Phonograms (with definitions). (d) Study of Alphabet sounds and letters: 1. Number of letters; Number of sounds. 2. Vowels: phonetic marks. 3- Consonant: hard, soft, silent, etc.

G. *Orthography* (Text—Reed). (1) Rules for spelling. (2) Advantages of grouping work for spelling according to number of syllables, hononyms, sound and rhythm, derivation, difficulty, synonyms, occupation. (3) Argument for and against use of spelling text. (4) Methods of instruction in spelling.

H. *Good Use.* (1). Standard of usage. (Explanation and liberal illustration). (2) Violations: Reputable, National, Present (give definition and kinds. For these definitions consult any rhetoric—chapter on diction). (3) Difficulties and common errors: Classification—Use of Shall and Will; Use of Like; Erroneous forms of verbs; Cases of Pronouns; Grammatical agreement; This and These, That and Those; Most and Almost; Position of adverbs: Only, etc.; Correlative words; Split infinitives; Possessive with verbal noun; "Dangling Participles," etc.

I. *Grammar.* (a) Its Scope: The sentence as a whole; Relations of its parts to each other; Idiomatic expressions. (b) Sentences. 1. Classes: (*a*) on basis of thought (grammar); (*b*) on basis of form (rhetoric). (c) 1. Classes; (2) Use, or function. (d) Phrases: 1. Classes; 2. Use. (e) Arrangement: 1. Natural; 2. Inverted. (f) Punctuation and capitalization. (g) Parts of Speech: 1. Outlines showing properties of nouns, adjectives, verbs, adverbs and classes of pronouns. 2. Tables showing parts of speech and sub-classifications. 3. Words used as different parts of speech: what, as, like, but, that. 4. Study of infinitive, conjugations, and declensions. 5. Parsing. 6. Analysis of Sentences: Elements of words, phrases, and clauses; classification of elements (*a*) Work elements may be: Subject, object, attribute, verb adjective modified (adjective, participle, oppositions, possession), adverb modified—connective—independent. (*b*) Phrase Elements may be: Subject (infin.), object (infin.), attribute (infin. of prep. phrase), adjective modified, adverbial modification of prepositional phrase. (*c*) Clause elements may be, Subject, object, attribute, adjective and adverbial modifiers. (Give analysis by diagram). (h) Syntax: 1. Definition. 2. Rules. (*a*) case; (*b*) agreement; (*c*) use. 3. Exercises for correction.

ELOCUTION

The aim of this department is to acquaint the student with principles underlying reading and public speaking. Scientific methods of voice and bodily expression are clearly defined. The object of every recitation is to develop conversational directness, earnestness and dignity of address.

Practical work in the various forms of speech, narration, description, impersonation, exposition and argumentation are diligently drilled upon. Two classics a year are read and important parts committed.

Students are given private drill upon parts assigned for literary societies. Class plays and entertainments are under the direction of the head of this department.

OTHER LANGUAGES

The value of the Spanish language to all Americans is making itself felt, but to the people of New Mexico, where a large percentage are Spanish speaking people, it is almost a necessity.

SPANISH

The course in the Normal aims to be thorough and practical, great stress being laid upon correct pronunciation and correct use of sentences in conversation. The recitations are conducted in Spanish, except in cases where the use of English is necessary for the proper understanding of the context, as it is deemed equally, if not more essential, to train the ear to the sound of the language than to train the tongue and eye to the use and form of it.

A systematic and practical study of the verb occupies a prominent part in the recitation. Every person in the conjugations is introduced by a complete sentence, followed by a verb drill by which each student is trained to form conversational sentences in the tense and person required.

All reading matter is first translated to see that it is understood, then a general conversation on the same

is held, and all questions asked by the teacher required to be answered in Spanish by the pupils.

The following text books are used in the course:

First Year—Marion y Des Garennes: Introduccion a la Lengua Castellana. Worman: First and Second Spanish Books.

Second Year—Giese: A First Spanish Book and Reader. Cortina: Despues de la Lluvia el Sol (comedia); El Indiano (comedia). Bransby: A Spanish Reader (stories and fables). Caballero: La Familia de Alvereda (novela).

LATIN

One-third of the English language being derived from Latin and much of that third without change, a knowledge of Latin is of great value to the student of English. In the study of this subject much attention is given to the vital relation between Latin and English. The structure of the Latin language itself is carefully studied.

The following is an outline of the work; First year Latin, Collar and Daniel; Drill of declensions, conjugations, pronunciation and elementary exercises in translating from Latin to English and from English to Latin, selections from Roman traditions and history.

Second year Latin, Caesar's Gallic War; a careful study of grammatical structure of the first four books of Caesar, also Latin prose composition and syntax.

Third year Latin, Cicero's Orations, including the four against Catalina, and the Port Archias or the Impeachment of Verres. Especial attention is given to conditional sentences in the prose composition work of this year.

Fourth year Latin, Virgil's Æneid, including a careful study of poetic feet and scansion.

HISTORY AND CIVICS

The course in History is arranged with a view of emphasizing the following important aims: (1) To supply pupils with a store of valuable historical information. (2) To bring them to an appreciation of present duties and responsibilities by a study of the growth of individual liberty and governmental institutions and the individual's relation to this growth. (3) To awaken in them, at the same time, the love of historical reading and the skill in discovering essential elements in historical material.

HISTORY

The first semester of the third year is devoted to the study of Ancient History. Beginning the study with the earliest efforts of man to meet his increasing social needs by governmental organizations, the rise and fall of ancient nations will be traced, the work extending to the fall of Rome.

ANCIENT HISTORY

This course follows the course in Ancient History and continues throughout the second semester of the third year. In the study of the Middle Ages special effort will be made to discover the germs of political movements of modern times and the influence of Mediæval institutions on subsequent governmental developments.

MEDIÆVAL AND MODERN HISTORY

The essential feature in the study of the history of Modern Europe will be the growth of the democratic idea in government.

While this course is so arranged that the student may acquire a general idea of American History, special emphasis will be placed upon those movements in our history which have resulted in permanently affecting our governmental system. This course, together with civics, will run throughout the en-

UNITED STATES HISTORY

tire fourth year. Montgomery's Student's American History will be used as a guide, in the subject, supplemented by a departmental library of about 800 volumes, containing many of the latest and best reference books on the subject. A great amount of collateral reading and reports will be required.

This course is intended for those pupils completing the subject of American History. It is quite important that the pupils, and especially those intending to teach, should be thoroughly acquainted with the workings of local government. This feature of the course will be properly emphasized.

CIVICS

In the study of our national government the historical method will be used as far as expedient. To aid the pupil in this, a series of "Suggestive Questions" will be offered. These questions will often go quite outside of the text with the purpose of leading the pupil into research work and training him to gather, from scattered sources, material bearing on the point to be emphasized.

Throughout the fourth year, one hour per week will be devoted to the study of current history. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupils may get points of interest, and prepare to discuss them before the class. The instructor acts as chairman and guides them in the discussion.

CURRENT HISTORY

NATURE STUDIES

The purpose of the study of physiography is to gain a clear concept of the surface of the earth and the influence upon man of each characteristic area. Physiography and geography stand in numerous important relations to other studies. There can be no history

PHYSIOGRAPHY

without them in the real world. History and literature deal with the same mountains, rivers, plains, and valleys, giving graphic pictures. Davis' Elementary Physical Geography is used as a guide in the study of the subject.

CHALK MODELING

Chalk modeling, the new method of map drawing, is taught in connection with physiography. The map is drawn with crayon to represent surface in relief, giving much of the effect of an engraving or photograph of a relief map, yet intrinsically more truthful and artistic than any such representation could be.

There are no lines drawn in this map that contradict or confuse the meaning. It represents direction. Each line has its own particular meaning. Applied to land surface, a vertical line means a perpendicular mountain or side wall of a plateau, horizontal lines indicate level areas, and oblique lines a sloping surface.

Until recently this map has not been available for general use, except as each teacher made his or her own. It is, however, the ideal way of teaching. To draw a map of a continent or a section of it, as is required, in order to illustrate or emphasize any particular point before a class, adds much to the interest of the lesson and to the adequacy of the concept gained by the pupil. Each student is directed how to make a permanent set of these maps, which becomes his own private property.

BIOLOGY

Biology runs fifty-seven weeks, five hours per week, the work being unified as far as possible. The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal

kingdoms. Certain types are studied with considerable detail, but the work is comparative throughout and the great generalizations of biological science are not neglected. Text book, lecture and laboratory methods are combined; frequently field excursions are substituted for laboratory work. Lectures and laboratory notes, original drawings, and descriptions are preserved in permanent note books. A well equipped stereopticon is used to illustrate the subject.

BOTANY

The course in Botany is considered as follows:

First—Bailey's text is used as a guide. Especial attention is given to the study of how plants feed; the sap current; crosses; hybrids; pollination; plant propagation; plant seeding; grafting; diseases of plants, etc.

Second—The identification of one hundred plants is required.

Third—"Principles of American Forestry," by Green, is used as a text. In this work we consider: Forest influences; forest regeneration; nursery practice; forest production; forest problems; forest economics, etc.

ZOOLOGY

The work in Zoology is done as follows:

First—We study Davenport's Zoology as a text. Especial attention is given to zoological laws; struggle for existence; variation; habitat; and the economic value of the animal studied is determined.

Second—A text on "Practical Agriculture" by Wilkinson is used. In this we make a special study of the friends and enemies of plants and the methods of spraying.

The course offered in physiology is a combination course in physiology, hygiene and sanitation. Emphasis is placed upon physiology of the organs; personal hygiene; community hygiene; cause of disease; the way by which germ diseases are transmitted;

ADVANCED PHYSIOLOGY

the defense against disease; the signification of vaccination, isolation and quarantine; the reason for the inspection of water, milk and food supply; the schoolroom hygiene and sanitation.

PHYSICS

The course in physics continues throughout the junior year. The method of instruction is a combination of laboratory work and recitation, together with occasional lectures and demonstrations. Each student is required to keep a notebook in which he writes a description of all experiments performed. The textbook is changed frequently in this subject as well as in all the other sciences and subjects, in order to keep in touch with the latest scientific discoveries.

CHEMISTRY

General chemistry is taught throughout the senior year. The work is strictly laboratory, the pupils being required to perform the experiments individually. The course prepares for qualitative analysis and assaying.

MANUAL TRAINING

A new course in Manual Training was introduced last year. The instructor made a serious attempt to combine the good features found in the Swedish Sloyd system and the Russian system and apply them to American conditions.

The course in woodwork begins in the seventh grade and continues for four years, one hour per day and five days per week. The course is intended for pupils who have had no previous experience with woodworking tools. It is planned to develop the subject in a systematic manner in harmony with well established pedagogic principles. The lessons for the first two years consist in instruction in tool usage, followed by a large variety of designs for articles useful in the home. The lessons for the last two years are intended to give

a drill system, careful forethought, and intelligent perseverance which will be of great value to any pupil, either boy or girl, and will repay the effort, even though the pupil may never use such tools after leaving school.

ART COURSE

The aim in the Art Room is to develop a greater appreciation of beauty and to offer opportunities for the expression of creative ideas.

Believing that one must love the thing to be painted if the result attained is desirable, effort is made to introduce beautiful objects, pictures, color, etc., and to foster a sense of enjoyment in art work as one of the most important elements in expressing fine feeling and taste. Skill follows delight in the thing itself, and technical qualities are reached through effort adequate to clothe a beautiful thought.

Various branches of art education are carried forward, viz: Drawing of plants, flowers, fruits and vegetables in line and color, both for pictorial and decorative purposes. Objects singly and in groups are studied for line, tone and color. Lettering is used in practical ways. Sufficient constructive or mechanical drawing is covered to enable students to make working drawings, or to work from them in wood or other material.

Designs are made, suitable for the ornamentation or creation of simple household articles, using both mechanical and plant form units. Color theory as related to pigments and color classification from birds, minerals, flowers, etc., contribute much of interest, while the use of color through Crayola, watercolor, and tone relationships in black and white gives practical knowledge of art and methods of work.

Parallel and angular prospectives are developed through the study of buildings, streets, and rectangular

objects. One of the most interesting branches of the work is the study of the figure for general proportion and action. The pose usually represents a character suitable for an illustration or a picture.

For the sake of professional acquaintance with the best published helps in teaching art, a rapid review is given of such courses as that of the "Prang," "Parallel," and "School Arts Book."

MUSIC

The course in vocal music is extended throughout the year and is included in both Academic and Professional courses of study. The work embraces the fundamental rudiments, tonation, sight-reading, ear-training, elements of harmony, history of music, and chorus singing. Written class work, consisting of exercises in the different keys, time, chromatics, and ear training, is a strong feature of the course.

The professional work includes a course for the first eight grades, designed to meet the requirements for supervision of music. Special attention is also given to the study of child voice, tone, production, ear training, and to songs appropriate for each grade. Suggestions and helps for special and entertainment work also offered.

Exceptional advantages in glee club and quartet work are offered outside the regular courses.

Private lessons, both vocal and piano, are offered at reasonable rates. Regular daily practice hours may be arranged for at the dormitory.

THE BUSINESS COURSE

The Business Course of this school is four years in length. The first two years' work is very similar to that required of academic students, the idea being to thoroughly ground the pupils in the knowledge of the

common branches of learning. The last two years are distinctly commercial.

One of the most essential requirements is the ability to write correct English, the ability to render quick, accurate arithmetical calculations, and to spell well.

BOOKKEEPING

The work in Bookkeeping requires one year in the Business Course. The aim is to familiarize the student with the general principles of double entry bookkeeping, and with such business forms as are common to ordinary commercial transactions.

Special sets are given in retail grocery business, retail lumber, shipping, commission, jobbing and manufacturing.

SHORTHAND AND TYPEWRITING

The Eclectic and Gregg systems are taught. First Course: Shorthand principles, Shorthand dictation, Orthography, Typewriting two hours a day, Penmanship drill, Punctuation, and Capitalization. Second Course: Shorthand from dictation, Shorthand (speed), Letter writing, Orthography, Typewriting two hours a day, Punctuation, Capitalization, and Paragraphing. Third Course: Shorthand (speed), Court reporting, Miscellaneous dictation, Office work, Typewriting two hours a day, etc. It requires one year to complete the entire course in shorthand.

COMMERCIAL LAW

Twenty weeks are given to this subject. Contract Sales, Negotiable Instruments, Agency, Bailments, Partnerships, Corporations, Insurance, Real Property, and Courts and their Jurisdiction, are the subjects treated from a business standpoint. Gano is used as a text.

Analysis of Course of Instruction

Professional Department

That the professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional Department of the Normal to make its students acquainted as for as possible, with scientific and practical pedagogy. To this end the work is directed along these lines:

Scope

First—The professional studies of educational psychology, history of education, general pedagogy, methodology and school economics, are studied as separate branches of instruction.

Psychology, which is studied with special reference to the teaching process, is eminently practical. History of education, which is brought up to the present, in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

General Pedagogy treats of the principles of education from the learner's point of view, and methodology from the teacher's point of view. How the learner's activities are to be most effectively conditioned, directed, and intensified, is the province of methods. School economy not only discusses the organization and management of a single school, but treats of the duties of school boards, principles and superintendents.

Second—All of the academic work of the school is given a Normal bearing. By so doing, it recognizes the fact that a thorough knowledge of the subject matter of instruction and correct methods of teaching the same, may be acquired simultaneously. As the

learner's mind moves progressively from one element of knowledge to another, giving his mental content the best form of expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the methods used as well as the influence of faulty ways of thinking and presenting the subject matter at hand. Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupils apperceptive faculty is reached at every stage of his advancement. It is for this reason the work of the Normal is claimed to be the most efficient for both the academic and professional student.

Third—The professional work of the school is presented as an art. The art of teaching is both studied and practiced. It is studied both in theory and by observation; it is practiced both by illustrative teaching and actual practice in the training school. All these phases of the work are done under expert criticism.

PSYCHOLOGY

Psychology forms the ground work of pedagogics. All correct educational doctrine and practice rest upon the principles and rules derived from a careful study of this science. The study of Psychology is not only important to the teacher, but to everyone who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

In order to cover, in a general way, the subject matter of modern Psychology, and at the same time discuss it, in a continuous progressive manner, it is thought best to lay out two distinct courses of instruc-

tion. While the completeness of this course, as a whole, may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One is upon Physiological Psychology.

1. Experiments involving perception and other mental phenomena.
2. Growth and development of the nervous system.
3. Physiological basis of the various forms of consciousness.

Method—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish this, all the means at the command of the teacher are employed; explanation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in notebooks are required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Psychology, Krohn's Practical lessons in Psychology, Wunt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Britannica, Royce's Outlines of Child Study, etc.

Course Two takes up the subject of Descriptive Psychology.

1. The claims of psychology as a science.
2. Discussion of the most general conception of the mental life.
3. Elements of mental life presented.
4. The developed forms of mental life.

Method—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sully, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc. The development point of view is taken in the consideration of every mental process. Thus child psychology is made a prominent feature of the course.

METHODOLOGY

The course in methodology comprises the study of the following topics: 1. Man as a learner compared with the lower animals; 2. Education defined; 3. Formal and informal education; 4. Institutional education; 5. Special functions of the school; 6. The organization of experiences through association, thinking, retention and recall, and expression; 7. The doctrine of voluntary and involuntary attention, apperception, interest, habit and formal discipline, work and play; 8. Periods of development; 9. Functions of ideals in education.

GENERAL METHODS

The nature and definition of teaching. The learner's mental act contrasted with that of the teacher. The essential elements of teaching—the learner, the teacher, and the subject matter.

1. *Stages in the Teaching Process Outlined.*

1. Preparation of the lesson.
 1. Its aims { special. / general.
 2. Becoming acquainted again with the subject matter.
 1. As a student.
 2. As a teacher.
 3. Its method.
 1. It should be adapted to the { subject matter. / pupil.
 2. Devising the means.

1. As to the material used.
2. As to the form used.
3. As to the devices used.

3. Thinking over the process.
 1. To become familiar with it.
 2. To be prepared to meet the unexpected.

2. Presentation of the lesson.
 1. The stages.
 1. The approach { reviewing the old. / revealing the aim.
 2. The presentation proper { The revelation of the [new / its expression.
 3. The application { to individual cases. / in drill.
 2. The method { general. / special.
3. Media of instruction (Bagley).
 1. Intellectual transmission.
 1. Language.
 1. Oral discourse.
 (a) Lectures.
 (b) Questions and answers.
 2. Books.
 (a) Text books.
 (b) Reference books.
 (c) Source books.
 2. Graphic representation.
 1. Models.
 2. Pictures.
 3. Maps.
 4. Diagrams.
 2. Emotional transmission.
 1. Literature.
 2. Pictorial art.
 3. Plastic art.
 4. Music.
 5. Oratory.
4. The various forms of the general method considered.
5. Educational aims, values, and motives. (Ruediger Tichner & Charters)·

Bagley's "Educative Process" is followed as a text, and supplemented by O'Shea's "Education as an Adjusment," "Dynamic Factors in Education," McMurray's

"General Method," DeGarmo's "Essential of Method," Charter's "Methods of Teaching, etc. Much time is given to illustrative teaching and to outlining lesson plans.

SPECIAL AND INDIVIDUAL METHODS

The course in special methods seeks to apply the principles of teaching, evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons, and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc., special emphasis being placed upon primary methods. Methods of teaching these branches are presented also from an historical point of view as well as by illustrative teaching. The following books are followed as texts in this subject:

"Reading in the Public Schools," Briggs & Coffman.
"Orthography," New Mexico Institute Manual, 1912.
"The Teaching of Arithmetic," Davis Eugene Smith.
"Special Methods in Geography," Charles A. McMurray.
"Composition in the Elementary Schools," J. S. Taylor.

New Mexico Institute Manual and Course of study:

"The Study of History in the Elementary School," Committee of eight.
"Special Methods in Elementary Science," Chas. A. McMurray.

The following individual methods are studied from library references:

(1) The Lecture Method.
(2) The Question Method.
(3) The Socratic Method.
(4) The topic Method, etc.

The importance and value of devices are also discussed in this connection.

Monroe's History of Education and Williams' His-

tory of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification-realism and naturalism, scholasticism, etc.

HISTORY OF EDUCATION

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

MODERN SCHOOL SYSTEMS

Method—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of these investigations and subject them to frequent inspection by the instructor.

(a) Necessary conditions for a successful school: (1) Location. (2) School buildings, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course of study, (6) Supervision, (7) School records. (b) The school authorities. (1) The teacher,—his authority, motives, qualifications, duties, advantages, tact, etc. (2) The school board—legal relations to the school and community. (c) The school at work; (1) Study—Aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) Recitation, meaning, aims, requisites,

SCHOOL ECONOMICS

methods. (3) Recreation — regulated — unregulated. (d) School government: (1) Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices, (e) Moral training. (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Material for moral instruction, (6) School hygiene.

Method.—Two methods are employed in the recitations, viz: The discussion of an adopted text and reports upon topics for special investigation. Dutton's School Management is adopted as a text, supplemented by White's discussion of the subject.

OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kindergarten gifts and occupations, and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with numbers. Observation and helping are continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Constructive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least two weeks. Practice in the preparation of

material and apparatus for class work together with features of school management.

Sociology is an essential to a complete Normal course. "Sociology is an attempt to account for the origin, growth, structure and activities of society by the operation of physical, vital, and psychical causes working together in a process of evolution." From this definition, sociology is a general science binding many special sciences together. By a study of this science, therefore, the student will acquire a breadth of scholarship that he would not otherwise possess. The social aim is the highest aim of the school and cannot be fully appreciated without a careful and thorough study of society. Moreover, the school itself is a social unit. It is conditioned and controlled by the same principles as the large unit—the state. If the school is an institution which prepares the individual for society, then it should be made as near like real social life as possible. It is thus that sociology becomes helpful to the professional student.

Sociology

"General Method," DeGarmo's "Essential of Method," Charter's "Methods of Teaching, etc. Much time is given to illustrative teaching and to outlining lesson plans.

SPECIAL AND INDIVIDUAL METHODS

The course in special methods seeks to apply the principles of teaching, evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons, and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc., special emphasis being placed upon primary methods. Methods of teaching these branches are presented also from an historical point of view as well as by illustrative teaching. The following books are followed as texts in this subject:

"Reading in the Public Schools," Briggs & Coffman.
"Orthography," New Mexico Institute Manual, 1912.
"The Teaching of Arithmetic," Davis Eugene Smith.
"Special Methods in Geography," Charles A. McMurray.
"Composition in the Elementary Schools," J. S. Taylor.

New Mexico Institute Manual and Course of study:

"The Study of History in the Elementary School," Committee of eight.
"Special Methods in Elementary Science," Chas. A. McMurray.

The following individual methods are studied from library references:

(1) The Lecture Method.
(2) The Question Method.
(3) The Socratic Method.
(4) The topic Method, etc.

The importance and value of devices are also discussed in this connection.

Monroe's History of Education and Williams' His-

tory of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification-realism and naturalism, scholasticism, etc.

HISTORY OF EDUCATION

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

MODERN SCHOOL SYSTEMS

Method—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of these investigations and subject them to frequent inspection by the instructor.

(a) Necessary conditions for a successful school: (1) Location. (2) School buildings, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course of study, (6) Supervision, (7) School records. (b) The school authorities. (1) The teacher,—his authority, motives, qualifications, duties, advantages, tact, etc. (2) The school board—legal relations to the school and community. (c) The school at work; (1) Study—Aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) Recitation, meaning, aims, requisites,

SCHOOL ECONOMICS

methods. (3) Recreation — regulated — unregulated. (d) School government: (1) Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices, (e) Moral training. (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Material for moral instruction, (6) School hygiene.

Method.—Two methods are employed in the recitations, viz: The discussion of an adopted text and reports upon topics for special investigation. Dutton's School Management is adopted as a text, supplemented by White's discussion of the subject.

OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kindergarten gifts and occupations, and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with numbers. Observation and helping are continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Constructive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least two weeks. Practice in the preparation of

material and apparatus for class work together with features of school management.

Sociology is an essential to a complete Normal course. "Sociology is an attempt to account for the origin, growth, structure and activities of society by the operation of physical, vital, and psychical causes working together in a process of evolution." From this definition, sociology is a general science binding many special sciences together. By a study of this science, therefore, the student will acquire a breadth of scholarship that he would not otherwise possess. The social aim is the highest aim of the school and cannot be fully appreciated without a careful and thorough study of society. Moreover, the school itself is a social unit. It is conditioned and controlled by the same principles as the large unit—the state. If the school is an institution which prepares the individual for society, then it should be made as near like real social life as possible. It is thus that sociology becomes helpful to the professional student.

Sociology

Catalogue

ALUMNI

Class of 1895

Eckles, Belle (teacher)..... Silver City, N. M.

Class of 1896

Bailey, Alice (Mrs. Horace Moses).....Santa Rita, N. M.
Biggs, Maud (Mrs. Stratton)..... Silver City, N. M.
Clayton, Addie (Mrs. Mack).....Bakersfield, Calif.
Schutz, Clara (Mrs. Stern).....Las Vegas, N. M.
Upton Cusie (Mrs. Munson) Deming, N. M.
Warren, Eugene (insurance) St. Louis, Mo.

Class of 1897

Abraham, Esther (Mrs. B. F. Copp).....Silver City, N. M.
Brownell, Lavinia (Mrs. Knapp).....Phippan, Saskatchewan
Gaddis, Belle (Mrs. Cox).....Silver City, N. M.
Hughes, I. H. A. B.
Hill, Charles E. (minister) Waterloo, Ohio
Marble, Emma (Mrs. Muir).....Lordsburg, N. M.
Moss, Ida (Mrs. Bailey).....Pacific Grove, Calif.
Swan, Elizabeth (teacher) Lordsburg, N. M.
Shelley, May (Mrs. Rice).....Cliff, N. M.

Class of 1898

Casey, Edith (Mrs. C. P. Cramer).....Fierro, N. M.
Decker, W. H. (principal of schools).....Altus, Okla.
Koch, W. E. (teacher).....Benton Harbor, Mich.
Moss, Dolores (teacher).....
Powell, Winifred (Mrs. Shore).....Los Angeles, Calif.
Rutherford, Laura (Mrs. McDonald).....Wenden, Ariz.
Whitehill, Olive (Mrs. Bell).....Faywood, N. M.
Troy, Olive (Mrs. Miller).....Raton, N. M.

Class of 1899

Bayne, A. LeRoy (merchant) Silver City. N. M.
Casey, Blanch (Mrs. Boulware).....Silver City, N. M.

Chenowth, Ivy (Mrs. Bisbee) Rodeo, N. M.
Cox, Lucy (Mrs. Clark) Deming, N. M.
Decker, Myrtle (teacher)..... Roswell, N. M.
Koch, W. E., Advanced Course..... Chicago, Ill.
Miller, Cora (Mrs. T. W. Holland)..... Cliff, N. M.
Sowers, Edward, Academic Course..... Chicala, Sinoloa, Mexico
Werney, Lillian (Mrs. Pinkham)..... Detroit, Mich.

Class of 1900

Bayne, A. LeRoy..... Silver City, N. M.
Link, Clarence (teacher) Safford, Ariz.
McGregor, Eva (Mrs. H. T. Petrie)... Honolulu, Hawaiian Islands
Osmer, Grace (Mrs. Young)..... Douglas, Ariz.
Raithel, Barbara (Mrs. Brown)..... Deming, N. M.
Swartz, Keturah (teacher) Napanee, Ind.
Sipe, Elizabeth (Mrs. Wilson)..... Goodnight, Texas
Wolford, Miriam (Mrs. Herbert Smith).... Silver City, N. M.

Class of 1901

Crawford, Perry (mining)..... Santa Rita, N. M.
Moses, Ben D New Mexico Normal School

Class of 1902

Alexander, Dean..... Silver City, N. M.
Cosgrove, Eugene (merchant)..... Silver City, N. M.
Crawford, Kate (Mrs. Norman Pronger)..... Culebra, Canal Zone
Eckles, Mary (teacher)..... New Mexico Normal School
Gill, Mary (teacher)..... Silver City, N. M.
McGregor, Elsie (teacher) Albuquerque, N. M.
Parks, Pearl (Mrs. Metcalf)..... Mesilla Park, N. M.
Page, Edna (Mrs. Herndon)..... Santa Rita, N. M.
Schutz Etta (Mrs. Warren) Los Angeles, Calif.
Tustin, Marie (teacher)..... Dwyer, N. M.
Upchurch, Clara (Mrs. Trevarrow) Santa Rita, N. M.
Williams, Mertie (clerk) Deming, N. M.
Whitehill, Carrie (Mrs. Joe Stauber)..... Mogollon, N. M.
Manville, Lela..... New Mexico Normal School

Class of 1903

Gifford, Douglas (clerk)..... El Paso, Texas
Rodgers, Gussie (Mrs. Ralph Ellis)..... Clifton, Arizona
Utter, Florence (Mrs. Clyde Jones) Santa Rita, N. M.

Class of 1904

Bunker, Alice (Mrs. Blair) San Jacinto, Cal.
Chenowth, Ola (Mrs. Robert Martyr)..... Metcalf, Arizona
Fait, Fannie (Mrs. Leake) Phoenix, Arizona

Geitz, Henry (clerk)..... Silver City, N. M.
Wiley Gertrude (Deceased).....Silver City, N. M.

CLASS OF 1905

Boone, Aubrey (Mrs. Lawrence Carter).....Deming, N. M.
Barnes, Inez.....Lordsburg, N. M.
Thwaits, Lucy (Mrs. A. LeRoy Bayne).....Silver City, N. M.
Moore, Irvin..... Mogollon, N. M.
Utter, George Silver City, N. M.
Porterfield, Wilson (student)... Leland Stanford University

CLASS OF 1906

Abraham, Lottie (Mrs. Hill).....Silver City, N. M.
Cosgrove, Inez (teacher) Roswell, N. M.
Hagar, Maud (Mrs. Trevarrow).....Santa Rita, N. M.
Light, Frank (student).....Silver City, N. M.
Parks, Mabel (Mrs. James Poe).....Mesilla Park, N. M.
Upchurch, Ludie (Mrs. Frank Hiler) Hillsboro, N. M.
Utter, Helen (Mrs. George Gordon)..... Port Jarvis, N. Y.
Watson, Dorothy (teacher).....Pinos Altos, N. M.
Young, Lillian (Mrs. John Thompson) Silver City, N. M.

CLASS OF 1907

Boone, Alma (teacher)..... Silver City, N. M.
Barnes, Margaret (Mrs. Ritter).....Lordsburg, N. M.
Crawford, Hazel (florist).....Silver City, N. M.
Colson, Hattie (teacher) Mimbres, N. M.
Cosgrove, Maud (student Univ. Colorado).....Silver City, N. M.
House, Florence (teacher).....Douglas, Arizona
McGregor, Iana (teacher).....Roswell, N. M.
Schutz, Emma.....Los Angeles, Cal.
Thompson, Eunice (Mrs. Bloodgood) Kingston, N. M.

CLASS OF 1908

Cumbee, Anna (teacher) Rodeo, N. M.
Haggerson, Edna.....Silver City, N. M.
Hughes, Michael (student).....Santa Rita, N. M.
Kirkpatrick, Sidney..... Santa Fe, N. M.
Laughlin, Nellie (teacher)..... Leopold, N. M.
McCulloch, Nannie.....Silver City, N. M.
Minor, Julia (student).....Detroit, Mich.
Oakes, Ernestine (teacher).....Mogollon, N. M.
Porterfield, Melvin.....Houston, Texas
Shoemaker, C. C., Jr. (student)..... Socorro, N. M.
Thomas, Mary Silver City, N. M.
Tidy, Josephine..... .Silver City, N. M.
Wohlgemuth, Barbara (teacher).....Douglas, N. M.

Class of 1909

Banks, Maggie.....Silver City, N. M.
Bartlett, Ruby.....Silver City, N. M.
Lee, Alice.....Lake Valley, N. M.
Oakes, Ernestine.....Mogollon, N. M.
Thwaits, Lenore (teacher).....Fierro, N. M.
Watson, Nellie.....Pinos Altos, N. M.

Class of 1910

Coon, Stanley Lordsburg, N. M.
Dawson, Joe.....Arrey, N. M.
Hoy, Sadie (teacher) Silver City, N. M.
Kilburn, Hattie Los Angeles, Calif.
Light, Nina.....Silver City, N. M.
Oakes, Ethel (Mrs. Jack Cureton).....Los Angeles, Cal.
Upchurch, Eva Silver City, N. M.
Williams, Eva (Mrs. William Schutz).....Silver City, N. M.

Class of 1911

Master of Pedagogy

E. L. Enloe.....Silver City, N. M.

Bachelor of Pedagogy

Mary E. Haskett.....Belen, N. M.
Clarence Daley.....Tucumcari, N. M.
Mary C. Oliver.....Silver City, N. M.
Lucy Nellie Miner.....Animas, N. M.
Ethel Freeland Howard, (Mrs.).....Malaga, N. M.
John B. Gunter San Marcial, N. M.
Nina Light Silver City, N. M.
Walter B. McFarland.....Silver City, N. M.
Elizabeth S. Doane Roswell, N. M.

General Course

Alice Atterberry.....Artesia, N. M.

Didactic Course

Omah Johnson..... Carlsbad, N. M.
Katherine Burns.....Clovis, N. M.
Sadie Hoy.....Rincon, N. M.
Lucy Letitia Baird.....Carlsbad, N. M.
Lulu Grumbles.....Belen, N. M.
Fortunata Guerrero.....Pinos Altos, N. M.
Lillian Larson Deming, N. M.
Grace Powe.....White Signal, N. M.

Eugenia Roy.....Tucumcari, N. M.
Florence Sitko.....Dawson, N. M.

Elementary Course

Eula Chenowth Rodeo, N. M.
Estella Mauldin Artesia, N. M.

Academic Course

Gardner, Albert.....Silver City, N. M.
Middleton, Bessie Deming, N. M.

Business Course

Kirkpatrick, Florence.....Silver City, N. M.

Five Years' Work or More

Cooper, Allie May.....Fierro, N. M.
Todd, Grace.....Safford, N. M.
Thwaits, Kate..... Silver City, N. M.

Four Years' Work or More

Bartlett, Philip Silver City, N. M.
Cumbee, Elenora..... Silver City, N. M.
Cureton, Elsie..... Silver City, N. M.
Downey, Julian Silver City, N. M.
Gouin, Frank..... Silver City, N. M.
Marriott, Ina..... Silver City, N. M.
Oakes, Muriel Silver City, N. M.
Pennewill, Nadine.....Silver City, N. M.
Sturdivant, Beth.....Silver City, N. M.
Siler, Louise Silver City, N. M.
Ward, William..... Silver City, N. M.
Wachenhusen, Shirley.....Silver City, N. M.

Three Years' Work or More

Anderworth, Emma.....Pearl, N. M.
Barnett, Una Silver City, N. M.
Beals, Caroline..... Lake Valley, N. M.
Blackwell, John.....Silver City, N. M.
Card, Catherine.....Silver City, N. M.
Dunn, Myrtle Bisbee, Arizona
Hodges, Joseph Puerto, N. M.
Jones, Mary..... Silver City, N. M.
Utter, Livingston.....Silver City, N. M.

Two Years' Work or More

Allen, Bland.....Silver City, N. M.
Armstrong, Lucile.....Silver City, N. M.
Blackwill, Milton.....Silver City, N. M.
Carter, Vera.....Silver City, N. M.
Carter, Vera W.....Pinos Altos, N. M.
Crawford, J. R.....Raton, N. M.
Edwards, Olga.....Silver City, N. M.
Jones, Norma.....Silver City, N. M.
Pennewill, John.....Silver City, N. M.
Prevost, Otto.....White Signal, N. M.
Robertson, Frances.....Silver City, N. M.
Sheridan, Margaret.....Silver City, N. M.
Simmons, Thomas.....Silver City, N. M.
Smith, Elfie.....Silver City, N. M.
Stockland, Vincent.....Silver City, N. M.
White, Martha.....Silver City, N. M.
Willison, Fern.....Fierro, N. M.

One Years' Work or More

Brownell, Belle.....Silver City, N. M.
Baker, Herma.....Silver City, N. M.
Carter, Eva.....Pinos Altos, N. M.
Cauthen, Harriett.....Duncan, Arizona
Click, Raymond.....Silver City, N. M.
Cosper, Lucy.....Duncan, Arizona
Dimmick, Myrtle.....Silver City, N. M.
Downey, Roland.....Silver City, N. M.
Entsminger, Alpha.....Silver City, N. M.
Fleming, Asa.....Silver City, N. M.
Gardner, George.....Silver City. N. M.
Gardner, John.....Santa Rita, N. M.
Graham, Rose.....Alma, N. M.
Harper, Lela.....Red Rock, N. M.
Harsh, Gladys.....Silver City, N. M.
Jackson, Mary.....Silver City, N. M.
Jackson, Effie.....Silver City, N. M.
Kinney, Elizabeth.....Lake Valley, N. M.
Martin, Irene.....Duncan, Arizona
Martin, Charles.....Cliff, N. M.
Randolph, Edith.....Orchard Park, N. M.
Rosenfeld, Fred.....Silver City, N. M.
Stevenson, William.....Silver City, N. M.
Turner, John.....Cliff, N. M.
Whitehill, Cornelius.....Silver City, N. M.
Williams, Ira.....Silver City, N. M.
Wolfe, Hazel.....Silver City, N. M.

Less Than One Year's Work

Armstrong, Mabel.....Silver City, N. M.
Boone, Carrie Silver City, N. M.
Cook, Lucian Magdalena, N. M.
Cureton, Edgar.....White Signal, N. M.
Entsminger, Evangeline.....Silver City, N. M.
Entsminger, Wilfred Silver City, N. M.
Foley, Charles..... Grand Junction, Iowa
Golding, Fred.....Silver City, N. M.
Hooker, Ralph..... Silver City, N. M.
Milliken, Elizabeth Silver City, N. M.
Milliken, May Silver City, N. M.
Pack, George Pinos Altos, N. M.
Shipley, Fred..... Silver City, N. M.
Woodward, Clarence.....Silver City, N. M.

Special Students

Onativio, T. L New York
Eschlaman, Clara.....Roswell, N. M.
Grabe, Alice Globe, Arizona
Howells, Mrs. Gladys Franklin, Arizona
Land, J. A Silver City
McAnich, Grace..... Silver City
Parrett, Emma Estancia
Snider, Jessie Artesia
Strain, Jean.....Silver City
Tenney, Gwen.....Silver City
Unsell, Helen..... Louisiana, Mo.

Business Students

Cooley, Ethel.....Silver City
Dimmick, Hazel.....Silver City

Summer School Roll For 1911

Allen, Bland..... House, N. M.
Anaya, Genevieve..... Bernalillo, N. M.
Anderworth, Emma.....Pearl, N. M.
Atterberry, Alice.....Artesia, N. M.
Baca, Paulita.....Belen, N. M.
Barrows, Catherine.....Silver City, N. M.
Barnett, Florence.....Carlsbad, N. M.
Bartlett, Ruby Silver City, N. M.
Bass, Eva Carlsbad, N. M.
Bell, Maggie May.....Norton, N. M.
Bernard, Pearl.....Hurley, N. M.
Bess, Mrs. Lillian Tucumcari, N. M.

Bigbee, Hattye.....Encino, N. M.
Bigbee, Frank.....Encino, N. M.
Biggerstaff, Alice.....San Juan, N. M.
Bonham, Violet.....Deming, N. M.
Boone, Alma.....Silver City, N. M.
Bowen, Bessie Melrose, N. M.
Boyd, Bryle.....Carlsbad, N. M.
Boyd, Willis M..... Lakewood, N. M.
Boyd, Lena.....Deming, N. M.
Brandon, Bess.....Texico, N. M.
Brandon, Stella.....Texico, N. M.
Bruce, Margaret Deming, N. M.
Burns, Katherine.....Clovis N. M.
Calkins, Helen M Normal School
Cameron, Alice Cameron, N. M.
Card, Catherine Silver City, N. M.
Carter, Ruth.....Staunton, Va.
Cauthen, Bessie.....Duncan, Arizona
Cauthen, Grace.....Dnncan, Arizona
Campbell, Deatron Carlsbad, N. M.
Chenowith, Eula.....Silver City, N. M.
Chenowith, Francis..... Silver City, N. M.
Chapman, Alice Tucumcari, N. M.
Cleghorn, Bertie Richardson, N. M.
Colton, Lottie Safford, Arizona
Coleman, Ada L Cambrey, N. M.
Connelly, R. P.....Portales, N. M.
Cornett, Maud..... Murdock, N. M.
Cornett, Opha..... Melrose, N. M.
Corrigen, Mrs. Grace.....Rodeo, N. M.
Cosper, Lucy.....Silver City, N. M.
Cosgrove, Inez..... Roswell, N. M.
Coulson, Walter.....Clayton, N. M.
Crotchet, Clyde.....Central, N. M.
Cummings, Veda Carlsbad, N. M.
Cumbee, Agnes.....Silver City, N. M.
Cumbee, Anna Silver City, N. M.
Cureton, Elsie Silver City, N. M.
Daley, C. L.....Tucumcari, N. M.
Davis, J. F.....Progresso, N. N.
Deen, R. A.....Portales, N. M.
Dixon, Gretchen El Rito, N. M.
Dixon, Ralph El Rito, N. M.
Doane, Elizabeth..... Espanola, N. M.
Douglas, Leo A. McIntosh, N. M.
Duke, R. I..... Clovis, N. M.
Dye, M. T Hachita, N. M.
Ede, Martha.....Deming, N. M.

Elder, Addie.....San Juan, N. M.
Elder, Anga San Juan, N. M.
Entzminger, Eva.....Silver City, N. M.
Evangelist, Sister Mesilla, N. M.
Fogelsong, Grace.....Portales, N. M.
Foote, Marguerite.....Silver City, N. M.
Franks, Donnie.....Corona, N. M.
Franzen, Lillie.....Roswell, N. M.
Frey, Mrs. Florence.....Leopold, N. M.
Fredericks, Ethel I.....Albuquerque, N. M.
Galbraith, E. G.....Socorro, N. M.
Garcia, G Socorro, N. M.
Gebhart, Clara Ft. Sumner, N. M.
Gonzales, Carolina Bernalillo, N. M.
Gough, Hazel Chanute, Kansas
Gough, Mabel Chanute, Kansas
Graham, Rebecca.....Monument, N. M.
Greenberg, Fredrica.....Salinas, N. M.
Grumbles, Lulu Belen, N. M.
Guerrero, Fortunata.....San Juan, N. M.
Gunter, J. B San Marcial, N. M.
Gumm, Mrs. Elizabeth.....Carrizozo, N. M.
Hann, Linda.....New York
Hanner, Rita San Lorenzo, N. M.
Harris, Eva.....Pearl, N. M.
Harris, Isabel Socorro, N. M.
Harrell, Pearl.....Rincon, N. M.
Haskett, Mary E.....Belen, N. M.
Heather, Alice.....Silver City, N. M.
Hershberger, Nellie Obar, N. M.
Hitchens, Janie Cooks, N. M.
Hopkins, Hazel Silver City, N. M.
Howard, Clara Dayton, N. M.
Howard, Frank Dayton, N. M.
Howard, H. G.....Dayton, N. M.
Howard, Mrs. H. G.....Dayton, N. M.
Hoy, Sadie Rincon, N. M.
Hughes, Vada. West N. M.
Hyland, Ruth.....Telles, N. M.
Iverson, Julia.....Deming, N. M.
Jackson, Cora M.....Albuquerque, N. M.
Jones, H. Helen.....Oscuro, N. M.
Jones, Norma Silver City, N. M.
Johnson, Edna.....Carlsbad, N. M.
Johnson, Ruth.....Carlsbad, N. M.
Johnson, Omah Carlsbad, N. M.
Johnston, Eddy (Miss).....Roswell, N. M.
Joseph, Sister Mary.....Mesilla, N. M.

Kaiser, Imogene Silver City, N. M.
Kirkpatrick, Florence Silver City, N. M.
Kroger, Vaud Lakewood, N. M.
Lacy, A. L Melrose, N. M.
Land, Rev. J. A Silver City, N. M.
Laughlin, Nellie Silver City, N. M.
Lawrence, Elcino Dodge City, Kansas
Lawrence, Jessie Benton Las Cruces, N. M.
Laycock, Florence Nara Visa, N. M.
Leahy, Willie (Miss) Portales, N. M.
Light, Nina Silver City, N. M.
McLean, Emma Lake Valley, N. M.
Mann, J. A Lakewood, N. M.
Martin, Mary Engle, N. M.
Massie, Mrs. Nora Carrizozo, N. M.
May, Bessie Fierro, N. M.
Melton, Ida Clayton, N. M.
Mendenhall, Esther Artesia, N. M.
Mauldin, Estelle Artesia, N. M.
Miner, Lucy Animas, N. M.
Nave, J. C McIntosh, N. M.
Nichols, Jewell Silver City, N. M.
Oakes, Ernestine Mogollon, N. M.
Oliver, Mary Silver City, N. M.
Pennewill, John Silver City, N. M.
Pennewill, Nadine Silver City, N. M.
Peters, Emma C Carrizozo, N. M.
Powe, Grace Thatcher, Arizona
Pratt, J. W Canode, N. M.
Quesenberry, Elizabeth Las Cruces, N. M.
Reiff, Beulah Carlsbad, N. M.
Reiff, Mary Carlsbad, N. M.
Rice, Maud Odessa, N. M.
Ricketson, Olive Lake Valley, N. M.
Roark, Maud Carlsbad, N. M.
Roberts, Mrs. O'Connor Albuquerque, N. M.
Roy, Eugenia Tucumcari, N. M.
Sanchez, Alicia Bernalillo, N. M.
Sanchez, Flora Bernalillo, N. M.
Sanchez, Frank Peralta, N. M.
Scarbrough, Bessie Charlotte, N. M.
Scarbrough, May Charlotte, N. M.
Schultz, Nellie Gallup, N. M.
Siler, Louise Silver City, N. M.
Sitko, Florence Dawson. N. M.
Smith, Elfie Silver City, N. M.
Snider, Jessie Artesia, N. M.
Spann, Bessie Fort Sumner, N. M.

Spann, May Fort Sumner, N. M.
Spencer, Ethel Anthony N. M.
Stemple Revuelto, N. M.
Stecker, Mrs. Alle Wisconsin University, Madison, Wis.
Stockland, Vincent Silver City, N. M.
Story, Lora.....Anthony, N. M.
Sturdivant, Beth.....Silver City, N. M.
Stuart, Mrs. Ida M Melrose, N. M.
Swinney, Pearl.....Lake Arthur, N. M.
Thwaites, Katie.....Silver City, N. M.
Thwaites, Lenora.....Fierro, N. M.
Todd, Grace Safford, Arizona
Trowbridge, Rhynette.....Deming, N. M.
Wachenhusen, Shirley.....Silver City, N. M.
Walker, Evalina Tucumcari, N. M.
Watkins, May.....Silver City, N. M.
Wilsey, Rhea.....Deming, N. M.
Wisdom, Bessie.....Dawson, N. M.
Witt, Georgia Carlsbad, N. M.
Worrell, Virgie.....Gallup, N. M.
Wright, Inez Lordsburg, N. M.
Wright, Mrs. F. A Carlsbad, N. M.
Yeargin, Ellen Deming, N. M.

Correspondence Department

Broadhead, Ruth.....Portales, N. M.
Freeman, Cora Nell.....Taiban, N. M.
Daley, C. L.....Tucumcari, N. M.
Shultz, Mrs. Nellie.....Gallup, N. M.
Holder, T. B.....Duncan, Arizona
Leahy, Willie.....Portales, N. M.
Wailes, Frankie.....Dayton, N. M.
Wailes, Elizabeth.....Dayton, N. M.
Crotchett, Elsie.....Deming, N. M.
Norman, Kate Dunlap, N. M.
Laycock, Florence.....Nara Visa, N. M.
Kerr, Elizabeth.....Lordsburg, N. M.
Gumm, Mrs. Elizabeth.....Carrizozo, N. M.
Kaiser, Imogene Deming, N. M.
Pullen, Mrs. F. D.....Revuelto, N. M.
Howes, Wm Vermejo Park, N. M.
Hammett, John Santa Fe, N. M.
Franzen, Lillian.....Roswell, N. M.
Pohl, Lillian Belen, N. M.
Lyons, Mamie.....Knowles, N. M.
Breeding, Ida Swartz, N. M.
Davis, J. F.....Corona, N. M.

Mack, Mrs. A. C. Bakersfield, Cal.
McFarland, W. B Silver City, N. M.
Barker, Annie Gallup, N. M.
Crotchett, Clyde Central, N. M.
Hanner, Rita San Lorenzo, N. M.
Iverson, Julia Deming, N. M.
Bonham, Violet Deming, N. M.
Quick, Elinor Gallup, N. M.
Livingston, Rachel Avis, N. M.
Scarbrough, May House, N. M.
Scarbrough, Bessie House, N. M.
Phelps, Elizabeth Santa Fe, N. M.
Johnson, Eddy (Miss) Lake Arthur, N. M.
Bess, Mrs. Lillian Tucumcari, N. M.
Blood, C. C Glenwood, N. M.
Scheckner, Sara Raton, N. M.
Standifer, T. A Avis, N. M.
Wright, Inez Lordsburg, N. M.
Pitkin, Nell Santa Rita, N. M.
Virdin, Mrs. Lizzie Cloudcroft, N. M.
Winn, May Bernardo, N. M.
Penix, Bert Corona, N. M.
Dye, M. T Hachita, N. M.
McLean, Emily Cooks, N. M.
Boyd, Willis M Lakewood, N. M.
Dunegan, Jewell Animas, N. M.
Young, Bessie Farmington, N. M.
Freeman, Maud Dawson, N. M.
Chenowth, Francis Steins, N. M.
Nave, J. C McIntosh, N. M.
Atkins, J. A San Juan, N. M.
Mann, J. A Lakewood, N. M.
Cramer, C. S Tucumcari, N. M.

TRAINING DEPARTMENT

Ninth Grade

Cureton, George White Signal
Cleghorn, Bertie Silver City
Cook, Lucian Magdalena
Gouin, Gerald Silver City
Hudson, Ruby
Hull, Richard Traverse City, Michigan
Jones, Bertha Silver City
Light, Charles Silver City
Marriott, Mary Florence Silver City
Perrault, Roy Sherman
Robertson, Milton Silver City

Thwaites, Fannylove.....Silver City
Thwaites, Eugene.....Silver City
Tippet, Fred.....Neblett
Schiff, Leo.....Silver City
White, Bessie.....Silver City

Eighth Grade

Angle, Katherine.....Silver City
Buckeridge, Russell.....Silver City
Card, Katherine.....Silver City
Culbertson, Victor.....Fierro
Dimmick, Ariel.....Silver City
Crawford, Gloria.....Silver City
Gardner, Lawrence.....Santa Rita
Gillett, Willis.....Silver City
Hately, Willie.....Silver City
Murray, Lyda.....Silver City
Ponton, Walter.....Mogollon
Reiling, Mabel.....Silver City
Reiling, Eva.....Silver City
Schiff, Clara.....Silver City
Whitehill, Clarice.....Silver City

Seventh Grade

Armstrong, Turner.....Silver City
Brumback, Lillian.....Silver City
Downes, Edward.....Silver City
Dulin, William.....Fort Bayard
Goddard, Virginia.....Silver City
Long, Clarence.....Lloyd, N. M.
Martin, Clarence.....Duncan, Arizona
Reiling, Mary Douglas.....Silver City
Stockland Robert.....Silver City
Stockland, Eccebel.....Silver City
Tullock, Vallie.....Silver City

Sixth Grade

Agee, Frederick.....Silver City
Bullock, Earl.....Silver City
Burdette, Hazel.....Silver City
Card, Albert.....Silver City
Hermann, Sadie.....Silver City
Hofert, Alice.....Rolfe, Iowa
Murray, Hazel.....Silver City
Robertson, Vina.....Silver City
Shipley, Addison.....Silver City

Stratton, Bryan.....Silver City
Stockton, Wayne.....Silver City
Stockton, Gertrude.....Silver City
Hubarth, Emmett.....
Johnson, Wesley.....Silver City
Schiff, Max.....Silver City
Weatherwax, Dora.....Silver City
Wilson, Ruth.....

Fifth Grade

Agee, Elinor.....Silver City
Angle, Richard.....Silver City
Buckeridge, Natalie.....Silver City
Crawford, Margaret.....Silver City
Dimmick, Ileta.....Silver City
Downes, Winifred.....Silver City
Englehart, Lehnhart.....Silver City
Goddard, Hill.....Silver City

Fourth Grade

Bullock, Theo.....Silver City
Burdette, Lucille.....Silver City
Burnside, Katherine.....Silver City
Burnside, John.....Silver City
Bush, Frederick.....Silver City
Lewis, Ambrose.....Silver City
Pinkerton, Betty.....Silver City
Robertson, Ruth.....Silver City
Stratton, Roy.....Silver City
Walton, William.....Silver City
Wiley, Alice.....Silver City
Wilson, Olive.....Silver City

Third Grade

Agee, Mary.....Silver City
Borenstein, Rachel.....Silver City
Boller, Dorothy.....Silver City
Goddard, Nano.....Silver City
Heather, Mary.....Silver City
Holson, Tom.....Silver City
Jackson, Rufus.....Silver City
Johnson, Wade.....Silver City
Piersol, Percy.....Silver City
Thwaites, Arthur.....Silver City
Tullock, Henry.....Silver City
West, Robert.....Silver City

Second Grade

Williams, Edelle Silver City
Agee, Walter Silver City
Brumback, Mary Louise Silver City
Clark, Hubert Silver City
Farnsworth, Mary Anna Silver City
Halpin, Wilhelmina Silver City
Heidlinger, Malcolm Silver City
Holson, Francis Silver City
Peters, Rafael Silver City
Piersol, Ursulita Silver City
Pinkerton, Jack Silver City
Robertson, Vida Silver City
Schutz, Max Silver City
Tullock, Ethel Silver City

First Grade

Bush, Burchard Silver City
Clark, Hollis Silver City
Cosgrove, Burton Silver City
Gillespie, Alan Silver City
Halpin, Louise Silver City
Mitchell, Ruth Silver City
Moore, William Silver City
Peterson, Arthur Silver City
Porterfield, Ann Elizabeth Silver City
Reiling, Gilbert Silver City
Stockton, Ernest Silver City
Thwaites, Earl Silver City
West, William Silver City
Williams, Clementine Silver City
White, Arline Silver City

SUMMARY

Alumni		147
Regular Students	82	
Special Students	11	
Business Students	2	
Correspondence	55	
Summer School	200	
Training School	121	471
Total Catalogued		618

NEW MEXICO
NORMAL SCHOOL

SILVER CITY, NEW MEXICO

1913-1914

ANNUAL ANNOUNCEMENT
AND CATALOGUE

Special Announcement

An addition of four rooms is being built to the Normal Training School and will be ready for occupancy for the Fall Term opening September 2nd, 1913. These rooms will be used to accommodate the new department of Domestic Science, and, in the adjustment, make those Departments already organized more effective in their operation. The Kindergarten will move into room No. 1. This will leave the large room over the heating plant to be used exclusively by the classes in woodwork. The Department of Domestic Science will occupy a suite of rooms.

In the points of Equipment, Course of Study and Instruction it is proposed to make this Department as complete and efficient as possible. A teacher has been employed to conduct it who has had considerable experience in teaching and is a University graduate who has taken household economics as a major in two different institutions.

Courses will be offered during both the Regular Term and the Summer School. Credits will be given similar to that of Manual Training, viz: Ten Units for a year's work, two periods daily, but nothing less than Five Units will be counted. Teachers of New Mexico and students who contemplate teaching will do well to avail themselves of these opportunities.

New Mexico Normal School

Silver City, New Mexico

NINETEENTH SESSION

1912-1913

Announcement for 1913-1914

Calendar for 1913-1914

First Term---Sixteen Weeks

Begins September 2, 1913; closes December 19, 1913

Second Term---Twenty-two Weeks

Begins Monday, January 5, 1914; closes May 22, 1914

Opening Summer School June 1, 1914

Commencement Program

Field Day, Friday, May 8.
Parliamentary Contest, Friday, May 15.
Annual Society Literary Contest, Friday, May 22.
Baccalaureate Address, Sunday, May 24.
Annual Play, Monday, May 25.
Graduating Exercises, Tuesday, May 26.
Alumni Anniversary, Tuesday, May 26.

Board of Regents

Hon. John Corbett Deming, N. M.
Hon. Jackson Agee Silver City
Hon. C. W. Marriott Silver City
Hon. V. T. Manville Silver City
Mrs. T. G. Rodgers Silver City

Officers of the Board

Hon. C. W. Marriott President
Hon. Jackson Agee Secretary-Treasurer

*Faculty

C. M. LIGHT, Ph. D. (Kansas State Normal School; University of New York;) President
Psychology and Pedagogy

E. L. ENLOE, B. E. (Kansas State Normal School), Pd. M, (New Mexico Normal School)
History, Latin, Assistant in Pedagogy

MISS ISABEL WARD, B. L. (University of California)
Spanish, Assistant in Latin

MISS HELEN MANVILLE CALKINS, (Knox College; Curtiss Business College, Minnesota)
Principal of Business Department

T. G. RODGERS, A. B. (University of Tennessee;) A. M. (University of Wisconsin)
Mathematics

MISS WILFRED JEAN FORSYTH (Southern Illinois Normal University)
English

J. E. BROWNLEE, A. B. (Kansas University)
Science and Manual Training

MISS MARJORIE HUBBELL (Thomas Normal Training School, Detroit, Michigan; Handicraft Guild, Minneapolis; National Summer School of Music, Chicago)
Music and Art

MISS LELA A. MANVILLE, Pd. B. (New Mexico Normal School)
Principal of the Training School

MISS ELLA SCHAFRANKA
Assistant, Training School

MISS MARY OLIVER, Pd. B. (New Mexico Normal School)
Assistant, Training School

MISS MARY ECKLES (New Mexico Normal School)
Assistant, Training School

MISS NINA LIGHT, Pd. B. (New Mexico Normal School)
Assistant, Training School

J. R. ROIBAL
Custodian of Buildings and Grounds

*Except Training Department, arranged according to seniority

New Mexico Normal School

General Information

Silver City, Grant county, the location of the Normal School of New Mexico, is at the terminus of the branch of the Santa Fe railway system, which leaves the main line from Albuquerque to El Paso, at Rincon. The town consists of about five thousand inhabitants, and is nestled among the hills at the foot of surrounding mountains, presenting a scene most interesting to look upon. The Mimbres river is on the east and southeast, and the Gila valley on the north and west. The climate of this section, on account of the latitude and elevation, is unexcelled. Its cool summers, mild winters, and dry invigorating atmosphere, render it one of the most favored health resorts in America. The Government, rceognizing this fact, located its military and naval sanitarium at Fort Bayard, nine miles distant, where many tuberculous patients are annually cured by climatic conditions.

LOCATION

The Normal was established by an act of the twenty-fifth legislative assembly, 1893. Soon after their appointment, the regents met, organized, and determined to open a school the following year. In pursuance of this, temporary quarters were rented, a competent corps of teachers employed, and a suitable course of instruction adopted. In the meantime plans and specifications were drawn, accepted, and the contract let for the main building, which was dedicated two years and two months after the school's first opening. The growth of the school from the beginning until now, as shown by the construction of new buildings, the multiplication of appliances, an increasing enrollment and a steady

HISTORY

advance in proficiency, has been a source of gratification to its friends.

PURPOSE

On account of it being an attempt of mind to control mind, especially from the standpoint of development, and in the direction of the highest interest of the individual and society, teaching requires the highest form of skill and intelligence. It is for this reason that the best teaching requires careful preparation not only for each and every particular task, before giving it, but also systematic formal preparation. It is this necessary forethought, this long drawn-out process of getting ready by study and instruction, this actual training for a special line, that makes teaching professional. To make professional teachers is the central idea of the Normal School. To this end actual experience in teaching must be given as well as instructing the individual in reference to the condensed experiences of other teachers.

EQUIPMENT

Twenty-five acres of land within the townsite, neatly fenced and ornamented with trees, shrubbery, etc., constitute the Normal campus. Within this inclosure are situated the main building, the gymnasium and laboratory, the training school, building for the heating plant, and the dormitories. The main building contains the principal's office, the assembly hall, the library, the museum, and various recitation rooms. The assembly room is furnished with opera chairs, a piano, etc., and is beautified with pictures and statuary. The library and museum occupy the third floor of this building, their isolation being most favorable for study. The Wernicke system of book cases is used in the library, which contains about six thousand volumes. The books have been chosen with special reference to the needs of the school, and in this respect the library is complete. While the museum possesses many curios, the collections are made mainly in view of class instruction. The gymnasium is equipped with the various devices for physical cul-

ture. While both boys and girls take a course of training under the physical director, all are allowed at stated intervals the free use of the apparatus The biological, the physical, and the chemical laboratories are fitted with the necessary apparatus to make the work of this department the most efficient. The upper story of the heating plant building is used for manual training, the lower story contains the boilers, coal bins, and bath rooms for boys. The exemplification of the Normal School idea is to be found in the training school, which is designed to be a model school in both method and management. This school serves two purposes: it gives training to those who are preparing to teach, and is a preparatory school for the Normal proper.

The following evidences of scholarship will admit persons into the Normal department:

CONDITIONS. FOR ADMISSION

(1) The possession of a teacher's certificate, known to have been regularly issued by a competent board of examiners.

(2) The possession of a diploma from a high school, college, etc., of known repute.

(3) A recommendation from a competent school superintendent.

(4) Having once attended the Normal.

(5) Sufficient evidence of the applicant's knowledge of the so-called common branches, by examination or otherwise.

The academic department attempts to confine its efforts to secondary education. Elementary schools desiring to articulate with it should complete, in a satisfactory manner, what is generally accepted as eighth grade work. In order that pupils may not be conditioned on their entrance, this work must cover the following grounds:

ARTICULATION

I. *English*—Reed & Kellogg'sHigher Lessons in English through analysis and modification of the parts of speech; Reed's Word Lessons, including the drills on word lists, a study of synonyms and word analysis; composition exercises, which will give the pupil ability to write good English; the study of five American classics: Snow Bound, Legend of Sleepy Hollow, Vision of Sir Launfal, Evangeline, The Great Stone Face; or their equivalents.

II. *Arithmetic*—The adopted eighth grade series completed.

III. *History and Civics*—The first book of the adopted two book series on these two subjects, completed. Two lessons per week in civics.

IV. *Geography*—Natural School Geography, book completed, reviewed and supplemented.

V. *Nature Studies*—A study of animals and plants suited to this stage of work. The adopted elementary physiology studied and completed. Experiments in physics preparatory to the study of physiography and physics must include those showing the pressure, weight, and behavior of the air, sea and fresh water as agencies, gravity, simple mechanics, effect of heat, nature of sound, light, eletricity, etc. Two lessons per week during a nine months' term ought to cover the ground in these subjects.

EXPENSES

The expenses of attending the Normal are quite reasonable. Board and room in private families varies from eighteen to twenty-five dollars a month. Furnished rooms may be rented at very low rate, and there are many opportunities for young ladies to earn their own way by doing house work night and morning.

A small tuition of five dollars a term is charged those who are enrolled in the Normal proper. Training school pupils,

paying in advance, are charged four dollars per term—otherwise five dollars. Those who take typewriting and stenography in the commercial department are charged two dollars per term for the former, and three dollars per month for the latter. This gives students the use of a typewriter one hour each day, and forty minutes recitation in shorthand. The full shorthand course is limited to fifteen dollars. Chemistry students pay five dollars per term for chemicals used and extra for breakage.

DORMITORIES

Ritch Hall, the dormitory for girls, offers a pleasant and convenient home on the campus for about forty girls. The rooms are arranged for two girls and the rate is seventeen dollars a month; but a girl may have a room to herself by paying twenty dollars a month; this is the better plan where it is possible, as a girl is more free from interruptions. The girls take care of their own rooms.

Each room is furnished with a rug, dresser, wash-stand, study table, several chairs and a double bed with mattress, pillows and mattress pad. Girls must bring sheets, pillow slips, covers, towels, napkin ring and laundry bag. Any thing they can bring to make their room pretty and homelike will add very much to their comfort and happiness.

A girl's clothing should be simple and serviceable. She should have heavy underwear, bath robe, bedroom slippers, overshoes, umbrella and a light wrap in addition to the usual articles.

Girls under fourteen should have a special allowance of five dollars a month for laundry, cleaning, mending and little necessary articles. This is to be paid to the matron, who will keep aaccount of it and refund any surplus at the end of the year. Older girls take charge of these matters for themselves.

A boys' dormitory, which is capable of accommodating twenty persons, is also located on the campus. Both girls and boys take their meals in a common dining room.

The rules are few and are only such as are necessary to avoid friction among the members of so large a family and to secure the well-being of each member. Parents who have any special wishes with regard to their son or daughter are urged to correspond with the matron, who will gladly see that their wishes are carried out. Further information may be obtained by writing to the president.

SOCIETIES

One of the leading features of the Normal is its literary societies—the Literati and the Lyceum. A membership in one of these organizations is not obligatory upon pupils, but those who regularly serve on society programs are excused from school rhetoricals. This requirement, however, practically results in all pupils becoming members of one society or the other. All their work is under the supervision of the faculty, not in name, but in actual practice. In drafting programs, planning amusements, and in preparing for social functions of all kinds, the president personally assists or directs his teachers in doing so. Members of the faculty attend the meetings of the societies and do all in their power to make the societies a success. During commencement week the society contests in athletics, parliamentary drill, oration, essay and debate are sources of much interest.

MORAL INFLUENCES

The person who attends the Normal is brought under many good influences. The Catholics, Episcopalians, Methodists, Presbyterians and Baptists, each have organiations in Silver City. There are four Sabbath Schools and four young people's organizations connected with these denominations. A Young Women's Christian Association has lately been organized, con-

sisting of the lady members of the faculty and practically all the female student body.

Each member of the faculty personally interests himself or herself in the success of these moral forces in the community, thereby supplementing the ethics of the school. School ethics receive a great deal of emphasis both directly and indirectly. Systematic instruction is given, and every incident of the school is turned to moral account, either for some individual or the school as a whole. Thus we seek to make the school like life, with the element of instruction and personal example added.

CONTROL

Each student is treated as a lady or gentleman. A general oversight is taken of all pupils, both in and out of school, and especially those boarding at the dormitories. In thus assuming complete control over the conduct of pupils we endeavor to be fair, rather than strict, firm, rather than harsh, impartial, never losing sight of the highest ideals of family life. Self government is the best, at least that which is secured without the governed being aware of it. Every effort is made to awaken the true spirit of research, self-reliance, self-direction, not alone as a seeker after knowledge, but in sports, amusements, or activities of whatsoever kind. Parents and young people who are in search of a school that aims to give an all-round education will do well to consider carefully these features of the Normal.

TRAINING SCHOOL

Connected with the Normal, under its sole control, is the practice school, in which is represented a kindergarten and all the grades, giving an opportunity for pupils of any grade of efficiency may be classified. Only twelve are admitted to each grade, thus allowing a great deal of individual work to be done. Preference, however, is given to those who have once been enrolled and non-resident pupils. The teacher in charge of each room

is an expert, being especially proficient in the particular work assigned her.

SUMMER SCHOOL

The regular summer term is held for eight weeks beginning the following Monday after the close of the second semester. While this session is designed especially for teachers who wish to work up to a higher standard of scholarship and professional efficiency, arrangements may be made with the president whereby any study in the curriculum may be pursued. The work of this term is of the same character as that of any of the other terms of the scholastic year. Nor is it intended to be an opportunity to shorten any of the Normal courses. Therefore, to obtain credits, the same degree of efficiency is required. By special arrangement with the State Board of Education, candidates are allowed to make credits in four branches, by recitation, at the summer term, either for county or state certificates. These also may be counted for graduation.

CORRESPONDENCE SCHOOL

The Normal is prepared to teach any study of its curriculum by correspondence. By this method regular lessons are assigned, learned and recited. Upon the completion of certain definite portions of the subject-matter of each branch, tests are given, the papers of the student being returned with the corrections marked thereon. Those who reach the required degree of efficiency will be given passing credits the same as if they were present at the school.

The organization of a school of correspondence in connection with the professional courses of the Normal, seems to be a matter of necessity. The distances in New Mexico are great. During the school year the service of good teachers is in constant demand. Under the present system of certification every inducement is held out to teachers to secure a

certificate of a higher grade than the one in their possession. The direct work of their schools does not engage all their time. Few can or will lay out a course of study and pursue it regularly and systematically. They need a task master as well as a system of instruction. For all such, a course in correspondence comes as a boon. Thus, by the aid of the summer school and study by correspondence, there is no good reason why every ambitious teacher should not receive the highest award of the state, a life diploma.

Considering the amount of work connected with it we have made the charges for the correspondence course very reasonable, indeed. Six dollars for a one term study and twelve for a two term study. In each instance the fee is payable in advance. No charges are made for the required readings.

DIPLOMAS

Three general classes of diplomas are granted by the school: a diploma for completing the university entrance course, the business course diploma, and diplomas for those who desire to enter upon the career of the teacher; the elementary, the didactic, and the professional. These diplomas correspond to the three classes of certificates issued by the State Board of Education; the three year certificates, the five year certificates, and the life certificates. It should be noted in this connection that the credits, which merit these diplomas from the school, are accepted by the State Board for its certificates.

DEGREES

The Normal grants degrees upon the following conditions: Upon a candidate making 240 points or doing six year's work, the degree of Bachelor of Pedagogy will be conferred. Students already possessing the Bachelor's degree are required to make forty additional credits for the degree of Master of Pedagogy. But neither

degree will be conferred unless the student makes forty units in the Normal and has been in actual attendance for a period of not less than sixteen weeks for each degree.

OTHER SCHOOLS RECOGNIZED

Grades brought from other schools are accepted in lieu of those made at the Normal. But no person shall be graduated on less than 160 credits, four of which shall be made in residence, sixteen weeks in actual residence-study being the minimum period required for making the four credits referred to. (See schedule on page 21.)

GRADES AND CLASSIFICATION

No particular emphasis is placed upon set grades in the school. We recognize that the student's being conscious of reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for the effort made, we have adopted the plan of grades and credits.

Grade.	36 Weeks' Study	18 Weeks' Study
85 to 100	10	5
80 to 85	9	4½
75 to 80	8	4
70 to 75	7	3½
65 to 70	6	3
60 to 65	5	2½

A pupil's standing from 85 to 100 in a forty weeks' study entitles him to ten credits for graduation; in a study requiring less time a reduction is made accordingly as shown by the above table. Grades are reduced on account of absence. A mark below 60 is counted as a failure and is entitled to no

credits. A candidate who has taken all the studies required and still falls below the minimum must raise his grade, either by taking the branch again or by examination, before he can receive the honors of the school. Professional diplomas require that the recipient make full credits in the professional studies and the study of arithmetic. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other state institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

THE ALUMNI

The alumni association of the school holds one meeting a year, at the time of the annual banquet, the day after commencement. On this occasion the graduating class is received and entertained, and much interest is manifested. Indeed, the welfare of the school is largely dependent upon its former students and alumni. On the other hand, the faculty is interested in the successes of its graduates, and desires to aid them in every laudable undertaking.

Railroad Fare Paid

On coming to the Normal from any part of the State, the railroad fare of students in excess of three dollars will be refunded to them. The same reduction will be made for their return. This is done under three conditions: (1) The student must be a resident of New Mexico; (2) must promise to teach; (3) and must be in regular attendance for at least eight weeks in succession. This privilege applies to the summer term as well as the regular session.

Class Memorials

Since the third graduating class, it has been the custom to leave the school a class memorial of some sort. The class of 1898 presented busts of Pestalozzi and Frœbel, mounted on pedestals; class 1899 "Mercury at Rest" in marble; class of 1900, a mounted deer's head; class of 1901, the picture of "Aurora"; class of 1902, the picture of "The Chase"; class of 1903, "Reading and Writing," in marble; class of 1904, "Napoleon," in marble; class of 1905, a park fountain erected in front of the girls' dormitory; class 1906, "The Hunter," in bronze and a mission clock for the girls' dormitory; class 1907, "Gettysburg," a bronze tablet bearing Lincoln's Gettysburg address; class of 1908, four concrete seats located on the campus; class of 1909, sanitary fountain for the Training School and a circular swing; class 1910, four campus settees; class 1911, play ground apparatus for Training School; class of 1912, a well equipped tennis court.

Course of Instruction

There are three departments of the Normal work; the professional, the academic, and the business. While these departments are co ordinated whenever it is possible, in the actual work of the school, they are nevertheless distinct phases of instruction. It is true that special emphasis is placed upon the school's professional work, but the academic does not suffer on this account. Indeed, it is made more thorough and efficient because it is given by teachers who are especially trained to impart knowledge to others.

DEPARTMENTS

Academic Curriculum

A complete schedule of academic work for all courses.

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.
Electives—Latin or Spanish (10) V.

SECOND YEAR

Required—English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Physical Training (1) II.
Electives—Latin or Spanish.

THIRD YEAR

Required—English (10). Literature III. Rhetoric II.
Physics (10) V.
Plane Geometry (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
General History (10) V.
Bookkeeping (5) V.

FOURTH YEAR

Required—English Grammar (5) V. Elocution and Literature (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Electives—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Psychology (10) V.
Advanced Arithmetic (10) II.
Accounting and Typewriting (5) II.
U. S. History and Civics (10) II.
Sociology (10) V.
Commercial Law (5) V.
Stenography and Correspondence (10) V.
Art III.

The credit system involves three elements: time, efficiency, and extent of the subject matter learned. The amount of subject matter required is set forth by the syllabus of studies on the following pages. The per cent. system as explained on pages 17 and 18 indicate the efficiency required.

Ten credits require five recitations a week for a period of thirty-six weeks or its equivalent.

Professional Course

FIRST YEAR

Required—English (10). Literature III. Composition II.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

SECOND YEAR.

Required—English (10). Literature III. Composition II
Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Spanish (10) V.
Manual Training (5) V.

THIRD YEAR.

Required—English (10). Literature III. Composition II.
Plane Geometry (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Physics (10) V.
Latin (10) V.
General History (10) V.
Bookkeeping (10) V.

NOTE.—Arabic numerals refer to the number of credits for each branch, the Roman to the number of recitations per week.

FOURTH YEAR.

Required—English (10) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.

Optional—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Elocution (5) V.
Sociology (5) V.
Commercial Law (5) V.
Drawing (3) III.

FIFTH YEAR.

Required—Professional Study of Arithmetic (10) V.
Professional Study of Grammar and Rhetoric (5) V.
Professional Study of United States History and Civics (10) V.
History of Education and School Systems (5) V.
Observation and Practice Teaching (5).
Educational Theses and Debating (2).

SIXTH YEAR.

Required—Genetic Psychology (10) V.
Special Methods (10) V.
General Pedagogy (5).
School Management and School Hygiene (5) V.
Practice Teaching (10).
Professional Reading and Theses (2).
Leading Class in Physical Culture (1).

College Entrance Course

FIRST YEAR

English (10). Literature III. Composition II.
Algebra (10) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Culture (1) II.

THIRD YEAR

Physics (5) V.
Plane Geometry (5) V.
General History (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

English (10) V.
Latin (10) V.
Trigonometry (5) V.
Solid Geometry (5) V.
Chemistry (10) V.
Vocal Music (1) II.
Physical Training (1) II.

Business Course

FIRST YEAR.

English (10) V.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Spanish (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

Required—English (10). Literature III. Composition II.
English (10) V.
Algebra (10) V.
Spanish (10) V.
Botany (5) V.
Physiology (5) V.
Plane Geometry (5) V.
Vocal Music (1) II.
Physical Training (1) II.

THIRD YEAR

Book Keeping (10) V.
English Grammar and Correspondence (10) V.
Commercial Law (5) V.
General History of Physics (10) V.
Spelling and Penmanship (5) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

Business Arithmetic (10) V.
Stenography (10) V.
Typewriting (5) V.
United States History and Civics (10) V.
Business Practice (5) V.
Vocal Music (1) II.
Physical Training (1) II.

HIGH-SCHOOL

From the foregoing schedules three High School Courses are provided for: a course for College Entrance, a Business Course, and a General Course. The College Entrance Course is modeled after the report of the Committee of Ten and is designed to prepare pupils for University admission. The Business Course is the same as that given by the best Commercial High Schools in the country. In addition to the required work as set forth in the above program, bookkeeping, penmanship, commercial law, commercial arithmetic, typewriting, stenography and business correspondence are also required. Those Academic students who do not wish to take either the College Entrance Course or the Business Course may take the General Course, a type of secondary education that admits of a wider range of elective studies. The average student can complete these courses in four years, 160 being the minimum number of credits required for graduation from either of them.

PROFESSIONAL COURSES

The Normal Department provides for three Professional Courses: That for the Three Year State Certificate; that for the Five Year Certificate; and the course leading to the Life Diploma. The first comprises all the required studies of the first four years as outlined under "Professional Courses," all the professional branches of the last two years, and enough of the optional studies to make 185 credits. The second is the same as the first, adding 15 credits for observation and practice or experience in teaching. When those who have completed the Five Year Certificate Course and who have had three years of successful teaching experience, in addition to the observation and practice in the training school, or its equivalent, have made forty (40) or more credits from the elective studies, they become eligible to a life diploma from the State Board of Education. Accredited High School graduates are required to take the last year of the Professional Course before they are eligible to the Five Year Diploma and Certificate.

Pupils holding creditable grades from the other state institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable. But all such deviations must be by the advice and consent of the principal.

ELEMENTARY COURSE

Upon the recommendation of the State Board of Education these elementary courses are offered. The course in section one aims to prepare persons for the reception of a third grade county certificate; section two, for a second grade county certificate; section three, for a first grade county certificate. Though the branches in the first section are repeated in the

second and those of the second in the third, the courses are different. The second requires a more thorough and extended knowledge of these subjects than the first, and the third a more thorough and extended knowledge of them than the second. These courses thus serve two purposes, (1) They lead up to the full professional course. (2) Those who wish to teach before graduation will have an opportunity to do so.

Section 1. This course includes Reading, Arithmetic, English Grammar and Composition, Geography, Penmanship and Orthography.

Sec. 2. This course includes the same branches as the preceding one, adding United States History and an elementary course in the Art of Teaching and School Management.

Sec. 3. This course includes the same studies as the second, adding Physiology, Civil Government, Psychology, Theory of Teaching and Actual Practice in Teaching, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics and Elementary Bookkeeping.

Reading Course

Under the direction of the various departments of the school, students are required to read two books each term from the following list. The selection must include one book on the subject of history, one from the essay, one poem or novel each term.

FIRST TERM

Washington and His Generals, Headley
Life of Joan of Arc, Bartlett
Tom Brown's School Days, Hughes
A New England Girlhood, Larcom
Uncle Tom's Cabin, Stowe
Enoch Arden, Tennyson
The Gold Bug, Poe
Black Beauty, Sewell
Little Women, Alcott
Timothy's Quest, Wiggins

SECOND TERM

California and Oregon Trail, Parkman
A Week on the Concord and Merrimac Rivers, Thoreau
Forms of Water, Tyndall
Napoleon and His Marshals, Headley
The Alhambra, Irving
Tales of a Traveler (selections), Irving
Story of the Odyssey, Brooks or Palmer
Old Curiosity Shop, Dickens
Lucille, Meredith
The Crisis, Churchill
Age of Fable, (selections), Bullfinch

THIRD TERM

Walden, Thoreau
Plutarch's Lives
The Talisman, Scott
Midsummer Night's Dream, Shakespeare
Fall of the House of Usher, Poe
Last Days of Pompeii, Lytton
John Halifax, Gentleman, Mulock
Aurora Leigh, Mrs. Browning

FOUTH TERM

The Colonial Era, Fisher
Fifteen Decisive Battles, Creasy
Dr. Jekyl and Mr. Hyde, Stevenson
Treasure Island, Stevenson
The Luck of Roaring Camp and Other Stories, Bret Harte
Cloister and the Hearth, Reade
Jane Eyre, Bronte
The Ruling Passion, Van Dyke

Counted as One:
Sohrab and Rastum, Arnold
The Revenge, Tennyson

FIFTH TERM

The Story of the Mind, Baldwin
The Scarlet Letter, Hawthorne
Henry Esmond, Thackeray
The Quality of Mercy, Howells
Old Creole Days, Cable
Marse Chan, T. N. Page
The Making of a Nation, Walker
The Middle Period, Burgess
David Copperfield, Dickens
The Master of Ballantrae, Stevenson
Mazeppa, and the Prisoner of Chillon, Byron
St. Agnes' Eve, Keats
Life of Columbus, Irving

SIXTH TERM

Constitutional History of the United States
Tale of Two Cities, Dickens
Vanity Fair, Thackeray
Cranford, Mrs. Gaskell
Quenten Durward, Scott
Oliver Twist, Dickens
James Balfour, Stevenson
Browning (selections)
Wordsworth (selections)
Shelley (selections)

SEVENTH TERM

Woodstock, Scott
House of Seven Gables, Hawthorne
Counted as one:
Sonny, R. McEnery Stuart
The Blue Flower, Henry Van Dyke
Three Biographies (selected)
Heroines of Fiction, Howells
Lorna Doone, Blackmore
Adam Bede, Eliot
Dombey and Son, Dickens
Browning (more difficult selections)
Tennyson, The Princess
Tennyson, Maud
Tennyson (selections)
Getting On in the World, Mathews

EIGHTH TERM

The American Commonwealth, Bryce
The Choir Invisible, James Lane Allen
Quo Vadis, Sienkeewiez
Men, Women and Ghosts, E. S. Phelps-Ward, with The Technique of the Short Story, Barrett
George Eliot and Her Heroines, Woolson
Shakespeare's Heroines, Jameson
The English Religious Drama, C. L. Bates
Little Dorritt, Dickens
The Mill on the Floss, Eliot
The Virginians, Thackeray
Kings' Treasures and Queens' Gardens, Ruskin
Tess of the D'Urbervilles, Hardy

Senior students taking the course in pedagogy are required to substitute the following books for those mentioned for the last two terms above.

Talks to Teachers on Psychology, James
The Training of Children, Trumbull
Philosophy of Teaching, Thompkins
Study of Children, Warner
Teachers and Teaching, Trumbull
Physical Nature of the Child, Rowe
General Methods, McMurray
Care of Children in Health, Oppenheim

Current Information

He who possesses a thorough knowledge of current events is not only learning history in its making, but comes to have an appreciative interest, which he would not otherwise have, in every form of knowledge. The text and the library are incomplete without the literature of today to give them meaning. The events of the past are pale, while those of the present are blood red. Out of the past come the lessons of life, but a knowledge of the present reveals our personal needs. For these, and other reasons of less importance, the Normal attempts to make every pupil a student of current information. To this end our library tables are furnished with the most carefully selected periodicals. Here may be found daily and weekly newspapers, magazines, and all the leading professional journals upon the subject of education. Students not only have free use of these, but are often required to make special investigations of them for the purpose of debate and essay work. Once a week a student, or some member of the faculty, presents the most important news from the platform, making a special effort to show their teaching from the standpoint of ethics and sociology.

The Principal edits the Normalite, a quarterly periodical, devoted to the interests of the school and the cause of education. The commencement number is handed over to a committee of students, but all their productions are carefully criticized, making it not only more readable but of more value to its contributors. A copy of this issue may be had by any one making a request for it.

Academic Department

MATHEMATICS

ARITHMETIC

The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view of thoroughness and improvement in methods. Three phases of the work are brought out: the mechanical, the philosophical and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view, all processes, as such, are explained and their relations pointed out. Special emphasis is placed on the practical side of the subject. That method and that form of the subject matter are used that will be of most benefit in after life and future study. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

ALGEBRA

The required course in Algebra consists of three terms' work. The first year's course centers about the equation and the solution of simple problems that grow out of arithmetic but extend a little beyond the arithmetical domain rather than formal proofs. The following topics are emphasized: the expression of correct algebraic lan guage and equation, graphs, simultaneous equations of two or three unknowns, factoring, simple qualities and simultaneous qualities by factoring and an introduction to radicals, quadratics, and fractions in their more general forms.

The third term's work coming in the Junior year permits some attention to be given to the formal side of algebra. A thorough review in the essentials of the first year's work is given, followed by a good course in radicals, quadratics, sim-

ultaneous quadratics, progression, and graphing the equation of the second degree. The work of this term centers about the quadratic equations and the solution of geometrical problems in order to unify the work previously given in algebra and geometry.

GEOMETRY

Two terms are given to plane geometry and one to solid. Plane geometry is developed by an inductive-deductive method. Constructions, measurement and inductive proofs predominate in the early part of the course and the more rigorous deductive proofs in the latter. The work is vitalized by the solution of simple exercises and practical problems requiring the use of the algebra of the previous year.

Solid geometry coming in the fourth year is developed by more rigorous deductive and general methods than were admissible in plane geometry. The theorems forming the basis of plane geometry are reviewed in such a way as to give a comprehensive view of the whole field. Cylinders are made corollaries to prisms, cones to pyramids, spherical triangles to trihedral angles, etc. The analogy between plane and solid geometry is carefully developed. The binomial prismatoid formula which denominates mensuration of solids is emphasized throughout the course. The solution of the exercises of this term requires the use of arithmetic, algebra, plane and solid geometry, thus unifying the previous three years' work in mathematics.

TRIGONOMETRY

One term is given to the study of plane trigonometry. This course emphasizes the trigonometrical functions, derivation of formulas, use of tables and the solution of triangles by trigonometry and construction and measurement.

One term in college algebra is offered when there is suf-

ficient demand for it. The course is strictly of college grade and presupposes the completion of the full course outlined above.

ENGLISH

The fundamental aims in the academic work of the English department are to strengthen the appreciation and love of literature, and to teach the student to express himself in adequate English. The first of these is approached by teaching the student what he should demand of different types of novels, poems, dramas and essays, and by familiarizing him, through reading and study, with books which answer standard requirements. The second aim includes oral and written composition, and the more unconscious but equally valuable informal class discussion of various subjects. Four formal themes a month are required in each of the first four years of the course, one recitation a week being devoted to the reading and to the criticism of themes and models, the writing of short compositions in class and the discussion of material for such exercises.

In the fifth year a teacher's course in the study of the English language is given, together with work in special methods of teaching English. The following is a syllabus of the work required:

FIRST YEAR

I. Rhetoric: 1. The Nature of Expression. 2. The Theory and Art of Theme Writing. 3. Letter Writing. 4. Poetic Composition. "Brooks and Hubbard" is suggested as a typical text.

II. Ability to Write English.

III. A Knowledge of Classics. 1. Short Stories from Hawthorne, Poe, or Kipling. 2. A Ballad—Ancient Mariner, Sohrab and Rustum, or an extract from the Odyssey. 3. A Narrative Poem from Scott or Longfellow. 4. A Shakespearian Play—Julius Caesar, Twelfth Night, or As You Like It.

An extended knowledge of one of each of these four forms is required, such as results from an intensive study of them for passing a formal examination. A general reading acquaintance is required of one other of each of these classics.

SECOND YEAR

I. Rhetoric: Language as a medium through which ideas and thoughts are expressed—Description, Narration, Exposition, and Argument. "Brooks and Hubbard" will serve also as a standard of thoroughness on these topics.

II. Ability to Write English.

III. A Knowledge of English Classics: Silas Marner, Sir Roger DeCoverley Papers, Merchant of Venice, or Henry V., Vicar of Wakefield, DeQuincy's English Mail Coach, Ruskin's Sesame and Lilies, Macauley's Lays of Ancient Rome.

An intensive study of five of the above and a general reading knowledge of the remainder, is required.

THIRD YEAR

I. History of American Literature: Newcomer is suggested as a text.

II.Ability to Write Formal Themes.

III. Knowledge of American Literature: 1. Franklin's Autobiography. 2. Washington's Farewell Address. 3. Webster's Bunker Hill Oration. 4. Irving's Sketch Book. 5. Bryan's Poems (selected). 6 One essay from Emerson. 7. Holmes' Poems (selected). 8. Hawthorne's Short Stories: Marble Faun, or House of Seven Gables. 9. Longfellow's Poem's (selected). 10. Lowell's Poems (selected). 11. Whittier's Poems (selected). 12. Short Stories from Poe. 13. One novel from Cooper.

An intensive knowledge of eight of the above and a general reading knowledge of the others is required.

FOURTH YEAR

I. History of English Literature: Such as suggested by Halleck's Text.

II. Ability to Write Formal Themes.

III. Knowledge of English Literature: 1. Milton's Minor Poems. 2. Burke's speech of conciliation. 3. Macauley's Life of Johnson. 4. Tennyson's Idylls (selected). 5. Shakespeare's Macbeth, Hamlet, or King Lear.

An intensive study of all the above is required. The general reading for this period is left to the discretion of the student or teacher.

"Ability to Write English" arises from constant practice. In order to develop this, at least one theme per week is required.

Classics equivalent to the above may be selected for study and tests, but the selection must be confined to those

named by the committee on "College Entrance Requirements in English" for 1906-1911.

By an "Intensive Study" of a classic is meant the following: (1) Its classification. (2) The study of the piece as an end within itself. (3) Its intrinsic function or aim as designed by the author. (4) The indirect functions of which it is capable in regard to the various lessons of life. (5) The Plot—Main incidents. Climax—Unity, etc. (6) Characters —names—distinguishing characteristic, considered statically or from the standpoint of development. (7) Setting—Time and place. (8) Style, Quality, Diction, Figures of Speech. (9) Allusion—Historic, mythological, etc. (10) Meter —if poetry. (11) Memory selections.)12) Life and characteristics of the author.

By the "Reading knowledge" of a classic is meant: (1) A general knowledge of the author. (2) A general knowledge of the setting, situation, character, and plot. (3) An appreciation of the teaching and sentiment of the selection.

The time, quantity, and efficiency elements are all provided for in the above outline. The time is indicated by the years, which should consist of five forty-five minute recitations a week for a period of thirty-six weeks or its equivalent. The quantity of material is made quite definite. In the judgment of the writer, the efficiency required should be indicated by at least an eighty-five per cent (85%) grade.

FIFTH YEAR

English Reviewed with a view of Teaching it. 1. Story telling. 2. The Psychology of Language. 3. Language Motives. 4. Principles of Language Teaching. 5. Language Values. 6. Talking and writing in the various grades. 7. Forms and devices for Language Exercises. 8. Grammar Reviewed.

OUTLINE

COURSE IN ENGLISH GRAMMAR.

A. Origin of Language. (1) Definition of Articulation (see dictionary). (2) Development of Speech, (a) Expression of emotion—joy, pain, fear, etc. (b) Class names. (c) Individual names. (d)

Influence of place, occupation, etc., on growth of Language.

R. History and Derivation of the English Language. (1) Aryan Parentage: (a) Original meaning of word Aryan. (b) Second meaning of word Aryan. (c) Present meaning of word Aryan. (2) Construction of diagram of Aryan trunk with branches and off-shoots.

(Texts for C. D. and E. and History of English Language. Most English Grammars give a final chapter on the History of the English Language. Longman's English Grammar is a satisfactory text.)

C. Composite Character of the English Language. 1. Table showing Race Elements.

I. Aryan
- Keltic
 - Scotch
 - Irish
 - Welch
- Teuton
 - Saxon
 - Dane
 - Norman

2. List of proportionate number of Latin, Greek and Saxon words in English Vocabulary: 60% Saxon, 30% Latin, 5% Greek, 5% Various sources. 3. Explanation of causes of words added: (a) From Latin language. (b) from French language. Explanation of Doublets (pairs of words from same roots).

D. Inflections. 1. Plurals: (a) Endings, and (b) formed by change of vowel. 2. Gender. 3. Case. 4. Comparisons. 5. Persons.

E. Word Study. I. 1. Roots, 2. Prefixes, 3. Suffixes, 4. Derivatives, with Definitions and Explanations. 5. Words formed by Composition. 6. Exercises in recognition, understanding of meaning and in use of above.

F. Phonology. (a) Definitions of Phonology, Sound, Tone, Noise, Voice, Speech. (b) Classification of alphabet sounds on basis of amount of vocal tone: Vocals, Sub-vocals, Aspirants (with definitions). Classification of alphabet sounds on basis of articulating organs used; Labial, Palatal, Lingual (with definitions). Classification of alphabet sounds on number of elements involved; Elementary, Compound (with definitions). (c) Classification of alphabet letters: Vowels, Consonants, Diphthongs, Digraphs, Trigraphs, Cognates, Phonograms (with definitions). (d) Study of Alphabet sounds and letters: 1. Number of letters; Number of sounds. 2. Vowels: phonetic marks. 3. Consonant: hard, soft, silent, etc.

G. Orthography. (Text—Reed). (1) Rules for spelling. (2) Advantages of grouping work for spelling according to number of syllables, hononyms, sound and rhythm, derivation, difficulty, syno-

nyms, occupation. (3) Argument for and against use of spelling text. (4) Methods of instruction in spelling.

H. Good Use. (1). Standard of usage. (Explanation and liberal illustration). (2) Violations: Reputable, National, Present (give definition and kinds. For these definitions consult any rhetoric—chapter on diction). (3) Difficulties and common errors: Classification—Use of Shall and Will; Use of Like; Erroneous forms of verbs; Cases of Pronouns; Grammatical agreement.. This and These, That and Those; Most and Almost; Position of adverbs; Only, etc.; Correlative words; Split infinitives; Possessive with verbal noun; "Dangling Participles," etc.

I. Grammar. (a) Its Scope: The sentence as a whole; Relations of its parts to each other; Idiomatic expressions. (b) Sentences. 1. Classes: (a) on basis of thought (grammar); (b) on basis of form (rhetoric). (c) 1. Classes; (2) Use, or function. (d) Phrases: 1. Classes; 2. Use. (e) Arrangement: 1. Natural; 2. Inverted. (f) Punctuation and capitalization. (g) Parts of Speech: 1. Outlines showing properties of nouns, adjectives, verbs, adverbs and classes of pronouns. 2. Tables showing parts of speech and sub-classifications. 3. Words used as different parts of speech; what, as, like, but, that. 4. Study of infinitives, conjugations, and declensions. 5. Parsing. 6. Analysis of Sentences: Elements of words, phrases, and clauses; classification of elements (a) Work elements may be: Subject, object, attribute, verb adjective modified (adjective, participle, oppositions, possession), adverb modified—connective—independent. (b) Phrase Elements may be: Subject (infin.), object (infin.), attribute (infin. of prep. phrase), adjective modified, adverbial modification of prepositional phrase. (c) Clause elements may be, Subject, object, attribute, adjective and adverbial modifiers. (Give analysis by diagram). (h) Syntax: 1. Definition. 2. Rules. (a) case; (b) agreement; (c) use. 3. Exercises for correction.

ELOCUTION

The aim of this department is to acquaint the student with principles underlying reading and public speaking. Scientific methods of voice and bodily expression are clearly defined. The object of every recitation is to develop conversational directness, earnestness and dignity of address.

Practical work in the various forms of speech, narration, description, impersonation, exposition and argumentation is

diligently drilled upon. Two classics a year are read and important parts committed.

Students are given private drill upon parts assigned for literary societies. Class plays and entertainments are under the direction of the head of this department.

OTHER LANGUAGES

The value of the Spanish language to all Americans is making itself felt, but to the people of New Mexico, where a large percentage are Spanish speaking people, it is almost a necessity.

SPANISH

The course in the Normal aims to be thorough and practical, great stress being laid upon correct pronunciation and correct use of sentences in conversation. The recitations are conducted in Spanish, except in cases where the use of English is necessary for the proper understanding of the context, as it is deemed equally (if not more) essential to train the ear to the sound of the language as to train the tongue and eye to the use and form of it.

A systematic and practical study of the verb occupies a prominent part in the recitation. Every person in the conjugations is introduced by a complete sentence, followed by a verb drill by which each student is trained to form conversational sentences in the tense and person required.

All the reading matter is translated to see that it is understood, then a general conversation on the same is held, and all questions asked by the teacher are required to be answered in Spanish by the pupils.

The following text-books are used in the course:

First Year—Marion y Des Garennes: Introduccion a la Lengua Castellana. Worman: First and Second Spanish Books.

Second Year—Giese: A First Spanish Book and Reader. Cortina: Despues de la Lluvia el Sol (comedia); El Indiano (comedia). Bransby: A Spanish Reader (stories and fables). Caballero: La Familia de Alvereda (novela).

One-third of the English language being derived from Latin and much of that third without change, a knowledge of Latin is of great value to the student of English.

LATIN

In the study of this subject much attention is given to the vital relation between Latin and English. The structure of the Latin language itself is carefully studied.

The following is an outline of the work: First year Latin, Collar and Daniel; Drill of declensions, conjugations, pronunciation and elementary exercises in translating from Latin to English and from English to Latin, selections from Roman traditions and history.

Second year Latin, Caesar's Gallic War; a careful study of the grammatical structure of the first four books of Caesar, also Latin prose composition and syntax.

Third year Latin, Cicero's Orations, including the four against Cataline, and the Port Archias or the Impeachment of Verres. Especial attention is given to conditional sentences in the prose composition work of this year.

Fourth year Latin, Virgil's Aeneid, including a careful study of poetic feet and scansion.

HISTORY AND CIVICS

The course in History is arranged with a view of emphasizing the following important aims: (1) To supply pupils with a store of valuable historical information. (2) To bring them to an appreciation of present duties and responsibilities by a study of the growth of individual liberty and governmental institutions and the individual's relation to this growth. (3) To awaken in them, at the same time, the love of historical reading and the skill in discovering essential elements in historical material.

HISTORY

The first semester of the third year is devoted to the study of Ancient History. Beginning the study with the earliest efforts of man to meet his increasing social needs by governmental organizations, the rise and fall of ancient nations will be traced, the work extending to the fall of Rome.

ANCIENT HISTORY

This course follows the course in Ancient History and continues throughout the second semester of the third year. In the study of the Middle Ages special effort will be made to discover the germs of political movements of modern times and the influence of Mediæval institutions on subsequent governmental developments.

MEDIAEVAL AND MODERN HISTORY

The essential feature in the study of the history of Modern Europe will be the growth of the democratic idea in government.

While this course is so arranged that the student may acquire a general idea of American History, special emphasis will be placed upon those movements in our history which have resulted in permanently affecting our governmental system. This course, together with civics, will run throughout the entire fourth year. Montgomery's Student's American History will be used as a guide, in the subject, supplemented by a departmental library of about 800 volumes, containing many of the latest and best reference books on the subject. A great amount of collateral reading and reports will be required.

UNITED STATES HISTORY

This course is intended for those pupils completing the subject of American History. It is quite important that the pupils, and especially those intending to teach, should be thoroughly acquainted with the workings of local government. This feature of the course will be properly emphasized.

CIVICS

In the study of our national government the historical method will be used as far as expedient. To aid the pupil in this, a series of "Suggestive Questions" will be offered. These questions will often go quite outside of the text with the purpose of leading the pupil into research work and training him

to gather, from scattered sources, material bearing on the point to be emphasized.

Throughout the fourth year, one hour per week will be devoted to the study of current history. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupils may get points of interest, and prepare to discuss them before the class. The instructor acts as chairman and guides them in the discussion.

CURRENT HISTORY

NATURE STUDIES

The purpose of the study of physiography is to gain a clear concept of the surface of the earth and the influence upon man of each characteristic area. Physiography and geography stand in numerous important relations to other studies. There can be no history without them in the real world. History and literature deal with the same mountains, rivers, plains, and valleys, giving graphic pictures. Davis' Elementary Physical Geography is used as a guide in the study of the subject.

PHYSIOGRAPHY

Chalk modeling, the new method of map drawing, is taught in connection with physiography. The map is drawn with crayon to represent surface in relief, giving much of the effect of an engraving or photograph of a relief map, yet intrinsically more truthful and artistic than any such representation could be.

CHALK MODELING

There are no lines drawn in this map that contradict or confuse the meaning. It represents direction. Each line has its own particular meaning. Applied to land surface, a vertical line means a perpendicular mountain or side wall of a plateau, horizontal lines indicate level areas, and oblique lines a sloping surface.

Until recently this map has not been available for general use, except as each teacher made his or her own. It is, however, the ideal way of teaching. To draw a map of a continent or a section of it, as is required, in order to illus-

trate or emphasize any particular point before a class, adds much to the interest of the lesson and to the adequacy of the concept gained by the pupil. Each student is directed how to make a permanent set of these maps, which becomes his own private property.

Biology runs fifty-seven weeks, five hours per week, the work being unified as far as possible. The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal kingdoms. Certain types are studied with considerable detail, but the work is comparative throughout and the great generalizations of biological science are not neglected. Text book, lecture and laboratory methods are combined; frequently field excursions are substituted for laboratory work. Lectures and laboratory notes, original drawings, and descriptions are preserved in permanent note books. A well equipped stereopticon is used to illustrate the subject.

BIOLOGY

BOTANY

The course in Botany is considered as follows:

First—Bailey's text is used as a guide. Especial attention is given to the study of how plants feed; the sap current; crosses, hybrids; pollination; plant propagation; plant seeding; grafting; diseases of plants, etc.

Second—The identification of one hundred plants is required.

Third—"Principles of American Forestry," by Green, is used as a text. In this work we consider: Forest influences; forest regeneration; nursery practice; forest production; forest problems; forest economics, etc.

ZOOLOGY

The work in Zoology is done as follows:

First—We study Davenport's Zoology as a text. Especial attention is given to Zoological laws; struggle for exist-

ence; variation; habitat; and the economic value of the animal studied is determined.

Second—A text on "Practical Agriculture" by Wilkinson is used. In this we make a special study of the friends and enemies of plants and the methods of spraying.

ADVANCED PHYSIOLOGY

The course offered in physiology is a combination course in physiology, hygiene and sanitation. Emphasis is placed upon the physiology of the organs; personal hygiene; community hygiene; cause of disease; the way by which germ diseases are transmitted; the defense against disease; the signification of vaccination, isolation and quarantine; the reason for the inspection of water, milk and food supplies; schoolroom hygiene and sanitation.

PHYSICS

The course in physics continues throughout the junior year. The method of instruction is a combination of laboratory work and recitation, together with occasional lectures and demonstrations. Each student is required to keep a notebook in which he writes a description of all experiments performed. The textbook is changed frequently in this subject as well as in all the other sciences and subjects, in order to keep in touch with the latest scientific discoveries.

CHEMISTRY

General chemistry is taught throughout the senior year. The work is strictly laboratory, the pupils being required to perform the experiments individually. The course prepares for qualitative anaylsis and assaying.

MANUAL TRAINING

A new course in Manual Training was introduced last year. The instructor made a serious attempt to combine the good features found in the Swedish Sloyd system and the Russian system and apply them to American conditions.

The course in woodwork begins in the seventh grade and continues for four years, one hour per day and five days per

week. The course is intended for pupils who have had no previous experience with woodworking tools. It is planned to develop the subject in a systematic manner in harmony with well established pedagogic principles. The lessons for the first two years consist in instruction in tool usage, followed by a large variety of designs for articles useful to the home. The lessons for the last two years are intended to give a drill system, careful forethought, and intelligent perseverance which will be of great value to any pupil, either boy or girl, and will repay the effort, even though the pupil may never use such tools after leaving school.

ART COURSE

The aim in the Art Room is to develop a greater appreciation of beauty and to offer opportunities for the expression of creative ideas.

Believing that one must love the thing to be painted if the result attained is desirable, effort is made to introduce beautiful objects, pictures, color, etc., and to foster a sense of enjoyment in art work as one of the most important elements in expressing fine feeling and taste. Skill follows delight in the thing itself, and technical qualities are reached through effort adequate to clothe a beautiful thought.

Various branches of art education are carried forward, viz: Drawing of plants, flowers, fruits and vegetables in line and color, both for pictorial and decorative purposes. Objects singly and in groups are studied for line, tone and color. Lettering is used in practical ways. Sufficient constructive or mechanical drawing is covered to enable students to make working drawings, or to work from them in wood or other material.

Designs are made, suitable for ornamentation or creation of simple household articles, using both mechanical and plant form units. Color theory as related to pigments and color classification from birds, minerals, flowers, etc., contribute much of interest, while the use of color through crayola,

watercolor, and tone relationships in black and white gives practical knowledge of art and methods of work.

Parallel and angular prospectives are developed through the study of buildings, streets, and rectangular objects. One of the most interesting branches of the work is the study of the figure of general proportion and action. The pose usually represents a character suitable for an illustration or a picture.

For the sake of professional acquaintance with the best published helps in teaching art, a rapid review is given of such courses as that of the "Prang," "Parallel," and "School Arts Book."

MUSIC

The course in vocal music is extended throughout the year and is included in both Academic and Professional courses of study. The work embraces the fundamental rudiments, tonation, sight-reading, ear-training, elements of harmony, history of music, and chorus singing. Written class work, consisting of exercises in the different keys, time, chromatics, and ear training, is a strong feature of the course.

The professional work includes a course for the first eight grades, designed to meet the requirements for supervision of music. Special attention is also given to the study of child voice, tone production, ear training, and to songs appropriate for each grade. Suggestions and helps for special and entertainment work also offered.

Exceptional advantages in glee club and quartet work are offered outside the regular courses.

Private lessons, both vocal and piano, are offered at reasonable rates. Regular daily practice hours may be arranged for at the dormitory.

THE BUSINESS COURSE

The Business Course of this school is four years in length. The first two years' work is very similar to that required of academic students, the idea being to thoroughly ground the

pupils in the knowledge of the common branches of learning. The last two years are distinctly commercial.

One of the most essential requirements is the ability to write correct English, the ability to render quick, accurate arithmetical calculations, and to spell well.

BOOKKEEPING

The work in Bookkeeping requires one year in the Business Course. The aim is to familiarize the student with the general principle of double entry bookkeeping, and with such business forms as are common to ordinary commercial transactions.

Special sets are given in retail grocery business, retail lumber, shipping, commission, jobbing and manufacturing.

SHORTHAND AND TYPEWRITING

The Eclectic and Gregg systems are taught. First Course: Shorthand principles, Shorthand dictation, Orthography, Typewriting two hours a day, Penmanship drill, Punctuation, and Capitalization. Second Course: Shorthand from dictation, Shorthand (speed), Letter Writing, Orthography, Typewriting two hours a day, Punctuation, Capitalization, and Paragraphing. Third Course: Shorthand (speed), Court reporting, Miscellaneous dictation, Office work, typewriting two hours a day, etc. It requires one year to complete the entire course in shorthand.

COMMERCIAL LAW

Twenty weeks are given to this subject. Contract Sales, Negotiable Instruments, Agency, Bailments, Partnerships, Corporations, Insurance, Real Property, and Courts and their Jurisdiction, are the subjects treated from a business standpoint. Gano is used as a text.

Analysis of Course of Instruction

Professional Department

That the professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional Department of the Normal to make its students acquainted as far as possible, with scientific and practical pedagogy. To this end the work is directed along these lines:

Scope

First—The professional studies of educational psychology, history of education, general pedagogy, methodology and school economics, are studied as separate branches of instruction.

Psychology, which is studied with special reference to the teaching process, is eminently practical. History of education, which is brought up to the present, in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

General pedagogy treats of the principles of education from the learner's point of view, and methodology from the teacher's point of view. How the learner's activities are to be most effectively conditioned, directed, and intensified, is the province of methods. School economy not only discusses the organization and management of a single school, but treats of the duties of school boards, principles and superintendents.

Second—All of the academic work of the school is given a Normal bearing. By so doing, it recognizes the fact that a

thorough knowledge of the subject matter of instruction and correct methods of teaching the same, may be acquired simultaneously. As the learner's mind moves progressively from one element of knowledge to another, giving his mental content the best form of expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the methods used as well as the influence of faulty ways of thinking and presenting the subject matter at hand. Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupil's apperceptive faculty is reached at every stage of his advancement. It is for this reason the work of the Normal is claimed to be the most efficient for both the academic and professional student.

Third—The professional work of the school is presented as an art. The art of teaching is both studied and practiced. It is studied both in theory and by observation; it is practiced both by illustrative teaching and actual practice in the training school. All these phases of the work are done under expert criticism.

PSYCHOLOGY

Psychology forms the ground work of pedagogics. All correct educational doctrine and practice rest upon the principles and rules derived from a careful study of this science. The study of Psychology is not only important to the teacher, but to everyone who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

In order to cover, in a general way, the subject matter of modern Psychology, and at the same time discuss it, in a con-

tinuous, progressive manner, it is thought best to lay out two distinct courses of instruction. While the completeness of this course, as a whole, may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method used such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One is upon Physiological Psychology.

1. Experiments involving perception and other mental phenomena.

2. Growth and development of the nervous system.

3. Physiological basis of the various forms of consciousness.

Method—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish this, all the means at the command of the teacher are employed; explanation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in notebooks are required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Psychology, Krohn's Practical Lessons in Psychology, Wunt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Brittanica, Royce's Outlines of Child Study, etc.

Course Two takes up the subject of Descriptive Psychology.

1. The claims of psychology as a science.

2. Discussion of the most general conception of the mental life.
3. Elements of mental life presented.
4. The developed forms of mental life.

Method—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sully, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc. The development point of view is taken in the consideration of every mental process. Thus child psychology is made a prominent feature of the course.

METHODOLOGY

The course in methodology comprises the study of the following topics: 1. Man as a learner compared with the lower animals; 2. Education defined; 3. Formal and informal education; 4. Institutional education; 5. Special functions of the school; 6. The organization of experiences through association, thinking, retention and recall, and expression; 7. The doctrine of voluntary and involuntary attention, apperception, interest, habit and formal discipline, work and play; 8. Periods of development; 9. Functions of ideals in education.

GENERAL METHODS

The nature and definition of teaching. The learner's mental act contrasted with that of the teacher. The essential elements of teaching—the learner, the teacher, and the subject matter.

1. Stages in the Teaching Process Outlined.

1. Preparation of the lesson.

1. Its aims.

(1) special.

(2) general.

2. Becoming acquainted again with the subject matter.
 1. As a student.
 2. As a teacher.
3. Its method.
 1. It should be adapted to the { (1) subject matter. (2) pupil.
 2. Devising the means.
 1. As to the material used.
 2. As to the form used.
 3. As to the devices used.
 3. Thinking over the process.
 1. To become familiar with it.
 2. To be prepared to meet the unexpected.

2. Presentation of the lesson.
 1. The stages.
 1. The approach { (1) reviewing the old. (2) revealing the aim.
 2. The presentation proper
 (1) The revelation of the new
 (2) its expression.
 3. **The application** { (1) to individual cases. (2) **in drill.**
 2. The method { (1) general. (2) special.

3. Media of instruction (Bagley).
 1. Intellectual transmission.
 1. Language.
 1. Oral discourse.
 (a) Lectures.
 (b) Questions and answers.
 2. Books.
 (a) Text books.
 (b) Reference books.
 (c) Source books.
 2. Graphic representation.
 1. Models.
 2. Pictures.
 3. Maps.
 4. Diagrams.
 2. Emotional transmission.
 1. Literature.
 2. Pictorial art.
 3. Plastic art.
 4. Music.
 5. Oratory.

4. The various forms of the general method considered.
5. Educational aims, values, and motives. (Ruediger Tichner & Charters).

Bagley's "Educative Process" is followed as a text, and supplemented by O'Shea's "Education as an Adjustment," "Dynamic Factors in Education," McMurray's "General Method," DeGarno's "Essentials of Method," Charter's "Methods of Teaching," etc. Much time is given to illustrative teaching and to outlining lesson plans.

SPECIAL AND INDIVIDUAL METHODS

The course in special methods seeks to apply the principles of teaching, evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons, and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc., special emphasis being placed upon primary methods. Methods of teaching these branches are presented also from an historical point of view as well as by illustrative teaching. The following books are followed as texts in this subject:

"Reading in the Public Schools," Briggs & Coffman.

"Orthography," New Mexico Institute Manual, 1912.

"The Teaching of Arithmetic," Davis Eugene Smith.

"Special Methods in Geography," Charles A. McMurray.

"Composition in the Elementary Schools," J. S. Taylor.

New Mexico Institute Manual and Course of Study:

"The Study of History in the Elementary School," Committee of eight.

"Special Methods in Elementary Science," Charles A. McMurray.

The following individual methods are studied from library references:

(1) The Lecture Method.
(2) The Question Method.
(3) The Socratic Method.
(4) The topic Method, etc.

The importance and value of devices are also discussed in this connection.

HISTORY OF EDUCATION

Monroe's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification-realism and naturalism, scholasticism, etc.

MODERN SCHOOL SYSTEMS

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

Method—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of these investigations and subject them to frequent inspection by the instructor.

SCHOOL ECONOMICS

(a) Necessary conditions for a succesful school: (1) Location. (2). School buildings, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course of study, (6) Supervision, (7) School records, (b) The school authorities. (1) The teacher,—his authority, motives, qualifications, duties, advantages, tact, etc. (2) The school board—legal relations to the school and community. (c) The school at work; (1) Study—Aims, incentives, favorable conditions —the teacher as a factor in training pupils to proper habits

of study, (2) Recitation, meaning, aims, requisites, methods. (3) Recreation—regulated—unregulated. (d) School gov ernment: Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices, (e) Moral training. (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Material for moral instruction, (6) School hygiene.

Method.—Two methods are employed in the recitations, viz: The discussion of an adopted text and reports upon topics for special investigation. Dutton's School Management is adopted as a text, supplemented by White's discussion of the subject.

OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kindergarten gifts and occupations, and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with numbers. Observation and helping are continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Constructive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least two weeks. Practice in the preparation of material and apparatus

for class work together with features of school management.

Sociology is an essential to a complete Normal course. "Sociology is an attempt to account for the origin, growth, structure and activities of society by the operation of physical, vital, and psychical causes working together in a process of evolution." From this definition, sociology is a general science, binding many special sciences together. By a study of this science, therefore, the student will acquire a breadth of scholarship that he would not otherwise possess. The social aim is the highest aim of the school and cannot be fully appreciated without a careful and thorough study of society. Moreover, the school itself is a social unit. It is conditioned and controlled by the same principles as the large unit—the state. If the school is an institution which prepares the individual for society, then it should be made as near like real social life as possible. It is thus that sociology becomes helpful to the professional student.

Sociology

Catalogue

ALUMNI

Class of 1895

Eckles, Belle (Grant County Superintendent)---------Silver City

Class of 1896

Bailey, Alice (Mrs. Horace Moses)---------Santa Rita
Biggs, Maud (Mrs. Jo Stratton)---------Silver City
Clayton, Addie (Mrs. Mack)---------Bakersfield, Cal.
Schutz, Clara (Mrs. Stern) deceased ---------
Upton, Cusie (Mrs. Munson) ---------Lordsburg
Warren, Eugene (Insurance) ---------Silver City

Class of 1897

Abraham, Esther (Mrs. B. F. Copp) ---------Silver City
Brownell, Lavinia (Mrs. Knapp) ---------Phippan, Sask., Can.
Gaddis, Belle (Mrs. W. S. Cox) ---------Silver City
Hughes, I. H., (A. B.) Millard School ---------Beaumont, Texas
Cain, Ida ---------
Hill, Charles (Minister) ---------Waterloo. Ohio
Marble, Emma (Mrs. Muir) ---------Lordsburg
Moss, Ida (Mrs. Bailey) ---------Pacific Grove, Calif.
Swan, Elizabeth (Mrs. De Moss) ---------Lordsburg
Shelley, May (Mrs. Rice) ---------Cliff
Whitehill, Olive (Mrs. Bell) ---------Faywood

Class of 1898

Casey, Edith (Mrs. C. P. Cramer) ---------Georgetown
Decker, W. H. (Principal of schools) ---------Altus, Okla.
Koch, W. E. (teacher) ---------Benton Harbor, Mich.
Moss, Dolores (teacher) ---------
Powell, Winifred (Mrs. Shore) ---------Los Angeles, Cal.
Rutherford, Laura (Mrs. McDonald)---------Wenden, Ariz.
Troy, Olive (Mrs. Miller) deceased ---------

Class of 1899

Bayne, A. LeRoy (merchant) ---------Silver City
Casey, Blanche (Mrs. Robert Boulware) ---------Silver City
Chenowth, Ivy (Mrs. Bisbee) deceased ---------

Cox, Lucy (Mrs. Clark)---Deming
Decker, Myrtle (teacher)---Roswell
Koch, W. E. (Advanced course)---Chicago, Ill.
Miller, Cora (Mrs. T. W. Holland)---Cliff, N. M.
Sowers, Edward (Academic course)---Chicala, Sinoloa, Mexico
Werney, Lillian (Mrs. Pinkham)---Detroit, Mich.

CLASS OF 1900

Bayne, A. LeRoy---Silver City
Link, Clarence (teacher)---Safford, Ariz.
McGregor, Eva (Mrs. H. T. Petrie)---Honolulu, Hawaiian Islands
Osmer, Grace (Mrs. Young)---Douglas, Ariz.
Sipe, Elizabeth (Mrs. Wilson)---Goodnight, Texas
Swartz, Keturah (Mrs. George Mackie)---Farris, Wash.
Raithel, Barbara (Mrs. Brown)---Deming
Wolford, Miriam (Mrs. Herbert Smith)---Silver City

CLASS OF 1901

Crawford, Perry (mining)---Apartado 30, Mavatlan, Sinoloa, Mex.
Moses Ben D., (Professor)---Univ. of Cal., Berkeley, Cal.

CLASS OF 1902

Alexander, Dean---Silver City
Cosgrove, Eugene (merchant)---Silver City
Crawford, Kate (Mrs. Norman Pronger)---Silver City
Eckles, Mary (New Mexico Normal School)---Silver City
Gill, Mary (teacher)---Silver City
McGregor, Elsie (teacher)---Albuquerque
Parks, Pearl (Mrs. Metcalf)---Mesilla Park
Page, Edna (Mrs. Reece Herndon)---Fierro
Schutz, Etta (Mrs. Warren)---Los Angeles, Calif.
Tustin, Marie (teacher)---Dwyer
Upchurch, Clara (Mrs. Trevarrow)---Santa Rita
Williams, Mertie (clerk)---Deming
Whitehill, Carrie(Mrs. Joe Stauber)---Silver City
Manville, Lela (New Mexico Normal School)---Silver City

CLASS OF 1903

Gifford, Douglas (clerk)---El Paso, Texas
Rodgers, Gussie (Mrs. Ralph Ellis)---Clifton, Ariz.
Utter, Florence (Mrs. Clyde Jones)---Santa Rita

CLASS OF 1904

Bunker, Alice (Mrs. Blair)---San Jacinto, Calif.
Chenowth, Ola (Mrs. Robert Martyr)---Clifton, Ariz.
Fait, Fannie (Mrs. Leake)---Phoenix, Ariz.

Geitz, Henry (merchant)---Silver City
Wiley, Gertrude (deceased)---

CLASS OF 1905

Boone, Aubrey (Mrs. Lawrence Carter)---Hurley
Barnes, Inez (Mrs. Tom Westlake)---Needles, Calif.
Thwaits, Lucy (Mrs. LeRoy Bayne)---Silver City
Moore, Irvin---Mogollon
Utter, George---Silver City
Porterfield, Wilson---Leland Stanford University, Calif.

CLASS OF 1906

Abraham, Lottie (Mrs. Hill)---Silver City
Hagar, Maud (Mrs. Trevarrow)---Santa Rita
Cosgrove, Inez (teacher)---Roswell
Light, Frank---Silver City
Parks, Mabel (Mrs. James Poe)---Mesilla Park
Upchurch, Ludie (Mrs. Frank Hiler)---Hillsboro
Utter, Helen (Mrs. George Gordon)---Silver City
Watson, Dorothy---Pinos Altos
Young, Lillian (Mrs. John Thompson)---Silver City
Legros, Alice (Mrs. Huff)---Santa Rita

CLASS OF 1907

Boone, Alma (teacher)---Silver City
Barnes, Margaret (Mrs. Ritter)---Lordsburg
Crawford, Hazel (Florist)---Silver City
Colson, Hattie (teacher)---Faywood
Cosgrove, Maud (Student University of Colorado)---Silver City
House, Florence (Mrs. F. W. Doan)---Douglas, Ariz.
McGregor, Iana (teacher)---Roswell
Schutz, Emma---Los Angeles, Calif.
Thompson, Eunice (Mrs. Bloodgood)---San Lorenzo

CLASS OF 1908

Cumbee, Anna (teacher)---Silver City
Haggerson, Edna---Silver City
Hughes, Michael---Santa Rita
Kirkpatrick, Sidney---Santa Fe
Laughlin, Nellie (teacher)---Leopold
McCulloch, Nannie---Silver City
Minor, Julia---
Oakes, Ernestine (teacher)---Mogollon
Porterfield, Melvin---
Shoemaker, C. C., Jr.---Silver City
Thomas, Mary---Silver City
Tidy, Josephine (Mrs. Gene Perigan)---Silver City
Wohlgemuth, Barbara (teacher)---Douglas
Hermann, Herbert---Globe, Ariz.

Class of 1909

Banks, Maggie ---- Silver City
Bartlett, Ruby (deceased) ----
Lee, Alice ---- Lake Valley
Oakes, Ernestine ---- Mogollon
Thwaits, Lenore (teacher) ---- Silver City
Watson, Nellie ---- Pinos Altos
Scott Annie ---- Silver City

Class of 1910

Coon, Stanley (student Berkely, Calif.) ---- Lordsburg
Dawson, Joe ---- Arrey
Hoy, Sadie (teacher) ---- Silver City
Kilburn, Hattie (Univ. South Calif.) ---- Los Angeles, Calif.
Light, Nina (New Mexico Normal) ---- Silver City
Oakes, Ethel (Mrs. Jack Cureton) ---- Los Angeles, Calif.
Upchurch, Eva ---- Silver City
Williams, Eva (Mrs. William Schutz) ---- Silver City

Class of 1911

Master of Pedagogy

Enloe, E. L. ---- Silver City

Bachelor of Pedagogy

Haskett, May E. ---- Duncan, Ariz.
Daley, Clarence ---- Tucumcari
Oliver, Mary C. ---- Silver City
Miner, Lucy Nellie ---- Webb, Arizona
Howard, Ethel Freeman (Mrs.) ---- Malaga
Gunter, John B ---- Belen
Light, Nina ---- Silver City
McFarland, Walter B. ---- Silver City
Doane, Elizabeth S. ---- Wichita, Kansas

General Course

Atterberry, Alice ---- Artesia

Didactic Course

Johnson, Omah ---- Silver City
Burns, Katherine ---- Clovis
Hoy, Sadie ---- Silver City
Baird, Lucy Letitia ---- Carlsbad
Grumbles, Lulu ---- Engle
Guerrero, Fortunata ---- Silver City
Larson, Lillian ---- Deming
Powe, Grace ---- Safford, Ariz.

Roy, Eugenia Tucumcari
Sitko, Florence Dawson

PROFESSIONAL ELEMENTARY COURSE

Chenowth, Eula (Mrs. W. M. Stuart) Portal, Ariz
Mauldin, Estella Artesia

ACADEMIC COURSE

Gardner, Albert Hurley
Middleton, Bessie Deming

BUSINESS COURSE

Kirkpatrick, Florence (Mrs. Dawson) Arrey

CLASS OF 1912

BACHELOR OF PEDAGOGY

Foglesong, Grace Neva Portales
Boyd, Willis Morgan Lake Valley
Todd, Grace Safford, Ariz.
Beals, Pattie (Mrs. J. P. Nunn) Lake Valley
Thwaits, Katie Silver City
Cumbee, Annie B. Rodeo
Parrett, Emma Elephant Butte
Oakes, Ernestine Silver City
Manville, Lela A. Silver City

GENERAL COURSE

Utter, Livingston Silver City
Ward, William (Polytechnic Institute) Silver City
Pennewill, Nadine Silver City
Wachenhausen, Shirley Silver City
Sturdivant, Beth Silver City

DIDACTIC COURSE

Foote, May Marguerite Silver City
Greenberg, Elsie Frederica Alamogordo
Bonham, Violet Irvin Deming
Barnett, Florence Hicks (Mrs.) Mogollon
Wright, Jennie (Mrs.) Hope
Chenowth, Eula Lee (Mrs. W. M. Stuart) Portal, Ariz.
Thwaits, Katie Silver City

PROFESSIONAL ELEMENTARY COURSE

Johnson, Edna Carlsbad
Johnson, Ruth Carlsbad
Campbell, Deatron Clovis
Chenowth, Francis Portal, Ariz.
Cooper, Allie May Mogollon

Academic Course

Downey, Julian Berkeley, Calif
Siler, Louise Salem, North Carolina
Gouin, Frank (student State Univ.) Silver City
Bartlett, Phillip Silver City

Business Course

Chapman, Alice Silver City
Dimmick, Hazel Silver City

Five Years' Work or More

Anderwerth, Emma Columbus
Beals, Carolyn Lake Valley
Card, Catherine Silver City
Dunn, Myrtle Bisbee, Ariz.
Jones, Mary Silver City
Marriott, Ina Silver City
Oaks, Muriel Silver City
Phillips, Glen Deming
Cramer, C. S. Tucumcari

Four Years' Work or More

Blackwell, John Silver City
Blackwell, Milton Silver City
Douglas, Leo McIntosh
Gage, Alice Saginaw, Mich
Hodges, Joe Puerto
Maxwell, Maud Mentor, Kansas
McDonald, Louise Indianapolis, Indiana
Unsell, Helen Missouri

Three Years' Work or More

Allen, Bland House
Carter, Vera Mimbres
Crawford, Louise Silver City
Crawford, J. R Folsom
Edwards, Olga Silver City
Norcop, Maurice Separ
Pennewell, John Silver City
Prevost, Otto White Signal
Robertson, Frances Silver City
Stockland, Vincent Silver City

Two Years' Work or More

Boone, Carrie Silver City
Bennett, Lucille Three Rivers
Carter, Eva Mimbres
Coffey, Raymond Silver City

Two Years' Work or More

Dimmick, Myrtle	Silver City
Forbes, Ethel	Clovis
Gardner, George	Silver City
Graham, Rose	Alma
Harper, Lela	Silver City
Kinney, Elizabeth	Lake Valley
Randolph, Edith	Orchard Park
Rosenfeld, Fred	Silver City
Simmons, Tom	Silver City
Willison, Fern	Roswell

One Year's Work or More

Baldwin, Marcus	San Diego, Calif
Barber, George	Lincoln
Barber, Ralph	Lincoln
Bigbee, Flossie	Encino
Bigbee, Ida	Encino
Bull, Salla	Corona
Bruton, Deana	Magdalena
Dimmick, Ellen	Santa Rita
Entsminger, Alpha	Silver City
Fleming, Asa	Silver City
Foster, Thresa	Pima, Ariz
Hooper, Ruth	Silver City
Gouin, Gerald	Silver City
Jackson, Effie	Pinos Altos
Jackson, Mary	Pinos Altos
Jones, Bertha	Silver City
Light, Charles	Silver City
Marriott, Mary Florence	Silver City
Milliken, Elizabeth	Silver City
Ozanne, Margaret	Santa Rita
Robertson, Milton	Silver City
Shipley, Fred	Silver City
Simmons, Pascal	Silver City
Simmons, Stanley	Silver City
Stoneking, Laura	Magdalena
Sanchez, Adalino	Adalino
Tippets, Fred	Franklin, Ariz
Thwaits, Fannie	Silver City
Towle, Elizabeth	San Diego, Calif
Turner, John	Silver City
Thomasson, Clyde	Fort Bayard
Ward, Pearl	Reserve
White, Bessie	Silver City
Whitehill, Cornelius	Silver City
Williams, Ira	Silver City

Less Than One Year's Work

Bruton, Florence Magdalena
Ehrenstein, Edwina Kelly
Murray, Wiley Silver City
Simmons, Oky Silver City
Thwaits, Eugene Silver City

Special Students

Baker, Herma Silver City
Graney, Margaret Silver City
Ballantyne, Alex Fort Sumner
Ballantyne, Mrs. Alex Fort Sumner
Chilson, Logan Silver City
Grimes, Florence Fairview
Harding, Vorhees Indianapolis, Indiana

Business Students

Ozanne, Adeline Santa Rita
Smith, Elfie Silver City

Correspondence Students

Norviel, Alma Rincon
Atkins, J. A San Jon
Penix, Bert Lakewood
Jackson, E. E Aztec
Mann, J. M Lakewood
Willison, Fern Roswell
Beatty, Roy Des Moines
Howes, W. J Vermejo Park
Ede, Martha Deming
Eiker, Vesta Cimarron
Thomas, Annie Liston
Nave, Mrs. J. C McIntosh
Wright, Inez Lordsburg
Beals, Pattie Lake Valley
Doan, Elizabeth Wichita, Kansas
Grumbles, Lulu Engle
Snyder, Louise Santa Rita
Breeding, Ida Swartz
Ballantyne, Mrs. Alex Silver City
Robbins, Nellie Pinos Altos
Duke, R. I Clovis
Eschliman, Clara Wagon Mound
Austin, Mrs. M. B Dwyer
Irvin, W. F Elida
Laycock, Florence Nara Visa
Deen, Mrs. George Portales

Coleman, Estelle Gallup
Childers, Rena San Rafael
Prescott, Mrs White Signal
Wiseman, E. V Roswell
Tichner, Edith Ancho
Miller, Judd Wagonmound
Robbins, Nellie Pinos Altos
Smith, H. S Magdalena
Jackson, E. E Aztec
Broadhead, Ruth San Marcial
De Berry, Zetha Hachita
Quilmette, Mrs. Anna Mosquero
Armstrong, Lucile Silver City
De Nisson, Mrs. Grace Carrizozo
Hitchens, Janie Lordsburg
McLean, Emily Lake Valley
Jackson, Effie Pinos Altos
Young, Lizzie Pinos Altos
Kelso, J. H Fort Sumner
Burrows, Leah Roswell
Snyder, Louise Santa Rita
Freckman, Beth Fort Bayard
Comer, Bessie Fierro
Cannon, Wilmoth La Union
Quick, Eleanor Gallup
Davis, Grace Mogollon
Palm, R. A Wichita Falls, Texas
Dobson, Viola Rodeo
Stemple, Amor Tipton
McDaniel, Rita Ione
Tosier, Lillian Cimarron
Woodley, Lydia Portales
Lugibihl, Myron San Antonio
Harper, Lela Silver City
Davis, J. F Duran
Wilsey, Rhea Steins
Boyd, Brylla Carlsbad
Randolph, Edith Roswell

Summer School Roll for 1912

Anaya, Genevieve Bernalillo
Anderwerth, Emma Silver City
Allen, Bland Tucumcari
Almeida, Mrs. Eleanor Kennedy
Anderson, Mabel Alamogordo
Anglin, Alda Mountain Park
Armstrong, Lucile Silver City
Atkins, J. A San Jon

Austin, Glen Belen
Austin, Mrs. M. B Belen
Barber, Bernice Lincoln
Barker, Annie Gallup
Barnard, Pearl Hurley
Barefoot, Mrs. Susie Hachita
Barnett, Mrs. Florence Carlsbad
Beals, Pattie Lake Valley
Beatty, Roy Des Moines
Bell, May La Union
Block, Mrs. Virgie Estancia
Blackwell, Milton Silver City
Blood, C. C Wagonmound
Bonham, Violet Deming
Boyd, W. M Lakewood
Brookes, Chesman Des Moines
Brown, Mrs. Cora Lucia
Brown, Pearl Montoya
Burrows, Leah Roswell
Candelaria, Anita Las Cruces
Campbell, Deatron Carlsbad
Cannon, Miss W. P Silver City
Card, Catherine Silver City
Carter, Vera Pinos Altos
Chapman, Alice Tucumcari
Chenowith, Eula Rodeo
Chenowith, Frances Rodeo
Coleman, Stelle Gallup
Comer, Bessie Deming
Cosgrove, Maud Silver City
Coulson, W. W Des Moines
Cornett, Maud Cowen
Cramer, C. S Tucumcari
Crawford, J. R Silver City
Crawford, R. A Pleano
Cumbee, Agnes Silver City
Cumbee, Annie Silver City
Cumbee, Eleanor Silver City
Cureton, Elsie Silver City
Daley, C. L Tucumcari
Davis, J. F Progresso
Day, Magdalena Pinos Altos
De Berry, Zetha Hachita
Dixon, Gretchen El Rito
Dixon, Ralph El Rito
Doane, Elizabeth Santa Fe
Dobson, Viola Rodeo

Douglas, Leo A McIntosh
Dudenbostel, G. E Silver City
Dunegan, Jewell Animas
Dunn, Myrtle Globe, Arizona
Dye, M. T Hachita
Dyer, Mrs. Gussie Raton
Easterwood, Leona Lincoln
Eckard, Sallie Pinos Altos
Entzminger, Alpha Silver City
Elder, Addie San Jon
Ellis, Minnie Springer
Ehrenstein, Mrs. Frances Cliff
Eppes, Ila Plainview
Everest, Mrs. Josephine Cimarron
Evangelist, Sister Mesilla
Ferrell, Elizabeth La Union
Foglesong, Fern Portales
Foglesong, Grace Portales
Flaherty, Margaret Silver City
Foote, Marguerite Silver City
Forbes, Ethel Clovis
Forwood, May Las Cruces
Gardner, Albert Santa Rita
Gardner, John Santa Rita
Goodner, Claribel Albuquerque
Gonzales, Carolina Bernalillo
Grabe, Alice Silver City
Graham, Wilma Hope
Greenberg, Frederica Alamogordo
Griego, Rita Sandoval
Guerrero, Fortunata Pinos Altos
Hadder, Olive Roswell
Hanner, Rita San Lorenzo
Helm, J. M Alamogordo
Howell, Mrs. Gladys Franklin, Ariz
Higgason, Helen Alamogordo
Hopkins, Hazel Silver City
Hodges, Joe Puerto
Hubbell, Marjorie Raton
Hitchens, Janie Lordsburg
Huff, Inez Santa Rita
Hyland, Grace Chamberino
Hyland, Ruth Chamberino
Jackson, Earl Aztec
James, Celeste Mogollon
Jones, Mary Silver City
Jones, Norma Silver City

Jones, Susie Rodeo
Johnson, Edna Carlsbad
Johnson, Ruth Carlsbad
Johnson, Eddy Roswell
Kaiser, Imogene Deming
King, Edna Hollene
Kull, Margurite El Paso, Texas
Latham, Clara Tolar
Laughlin, Nellie Tyrone
Laycock, Florence Nara Visa
Lee, Mary Leopold
Link, Edna Obar
Lewis, Vera Canutillo, Texas
Lyons, Mamie Carlsbad
McMichael, Mary Flora Vista
McLean, Emily Lake Valley
Malone, J. A Tularosa
Mann, J. M Lakewood
Mandell, Bertha Mesilla Park
Mandell, Jessie Mesilla Park
Marriott, Ina Silver City
Martin, Ada Dawson
Martin, Mary Engle
Martyr, Mrs. J. R Rodeo
Maruffo, Atlanta Deming
May, Bessie Silver City
Meador, Ettie Estancia
Miller, Judd Endee
Metcalf, Mary Silver City
Morris, Mamie Roswell
Munger, W. R Silver City
Oakes, Ernestine Silver City
Oakes, Muriel Silver City
Oliver, Ruth Central
Orin, Edna Raton
Parrett, Emma Estancia
Pausch, O. W Silver City
Pendleton, Mae Carlsbad
Penix, Bert Corona
Perez, Antonio Las Cruces
Perez, Mrs. Soledad Las Cruces
Raff, Amelia Las Lunas
Reed, Callie Hope
Reiff, Beulah Carlsbad
Reilly, Hazel Bell Fairview
Rice, Maud Deming
Richards, Ellen West Tularosa

Sanchez, Jose ---- Santa Rosa
Sanchez, Mrs. Sophia ---- Los Tanos
Scarbrough, May ---- Collinsvilel
Scarbrough, Rera ---- Collinsville
Smiser, Laura ---- Alamogordo
Smith, Elfie ---- Silver City
Snyder, Louise ---- Santa Rita
Sowell, Iva ---- Safford, Ariz
Spriggs, T. M ---- Montoya
Spriggs, Mrs. T. M ---- Montoya
Spriggs, Earnest ---- Montoya
Standifer, T. A ---- Avis
Stockland, Vincent ---- Silver City
Teel, Verona ---- Teel
Thomas, Ollie ---- Liston
Tippett, Fred ---- Franklin, Ariz
Tibbetts, Mary ---- Silver City
Thwaits, Katie ---- Silver City
Thwaits, Lenore ---- Silver City
Todd, Mrs. M. A ---- Texico
Todd, Grace ---- Safford, Ariz
Utter, Livingston ---- Silver City
Valverde, Mary ---- Bernalillo
Waggoner, Nora ---- House
Wailes, Frankie ---- Dayton
Wailes, Lizzie ---- Dayton
Walker, Evalina ---- Tucumcari
Walker, Jean ---- Carlsbad
Wilsey, Rhea ---- Deming
Wisdom, Bessie ---- Cerrillos
Wiseman, E. V ---- Dexter
Wilkinson, Rita ---- Santa Rita
Whitem, Etta Russell ---- Blacktower
White, Mary ---- Rana
Woodley, John ---- Silver City
Woodside, Mrs. Kathryn ---- Three Rivers
Wright, Inez ---- Lordsburg
Wright, Mrs. Jennie ---- Hope

Training Department—Ninth Grade

Angle, Katherine ---- Silver City
Buckeridge, Russell ---- Silver City
Card, Amy ---- Silver City
Crawford, Gloria ---- Silver City
Culberson, Victor ---- Fierro
Cook, Lucien ---- Magdalena

Dimmick, Ariel Silver City
Gillette, Willis Bisbee, Ariz
Murray, Lydia Silver City
Norcop, Patrick Separ
Padilla, Noverta Belen
Reiling, Mabelle Silver City
Schiff, Clara Silver City

Eighth Grade

Armstrong, Turner Tyrone
Brumback, Lillian Silver City
Downes, Edward Silver City
Ferguson, Fay Silver City
Goddard, Virginia Hollywood, Cali
McAninch, Fred Silver City
McDonald, Leo Kelly
Reiling, Mary Douglas Silver City
Stockland, Robert Silver City
Tullock, Vallie Silver City

Seventh Grade

Agee, Frederick Silver City
Bullock, Earl N. M. Cottage Sanatorium
Burdette, Hazel Silver City
Card, Albert Silver City
Johnson, Wesley Silver City
McGaw, Edward Silver City
Murray, Hazel Silver City
Robertson, Vina Silver City
Schiff, Max Silver City
Shipley, Addison Silver City
Stratton, Bryan Silver City
Weatherwax, Dora Silver City
Wilson, Ruth Silver City

Sixth Grade

Agee, Elinor Silver City
Angle, Richard Silver City
Buckridge, Natalie Silver City
Coleman, Leola Whitewater
Crawford, Margaret Silver City
Dimmick, Ileta Silver City
Downes, Winifred Silver City
Englehart, Lehnhart Silver City
Ferguson, Nell Silver City
Goddard, Hill Hollywood, Cali
Heidinger, Mildred Silver City
Stockland, Thelma Silver City
Wilson, Ruby Silver City
White, Thomas Silver City

Fifth Grade

Bate, Xavier Gallatin, Tenn
Bullock, Theo Silver City
Burdette, Lucille Silver City
Burnside, John Silver City
Burnside, Katherine Silver City
Bush, Frederick Silver City
Coleman, Inez Whitewater
Hooker, Lee Steeple Rock
Lewis, Ambrose Silver City
Piersol, Percy Silver City
Pinkerton, Betty Silver City
Robertson, Ruth Silver City
Sanchez, Tobias Belen
Stratton, Roy Silver City
Walton, William Silver City
Wiley, Alice Silver City
Wilson, Olive Silver City

Fourth Grade

Agee, Mary Silver City
Boler, Dorothy Silver City
Borenstein, Rachel Silver City
Davis, Lloyd Clifton, Ariz
Goddard, Nano Hollywood, Cali
Heather, Mary Silver City
Holson, Tom Silver City
Hooker, Lloyd Silver City
Jackson, Rufus Silver City
Johnson, Wade Silver City
Powell, Alice Silver City
Thwaits, Arthur Silver City
Tullock, Henry Silver City

Third Grade

Agee, Walter Silver City
Baldwin, Virginia San Diego, Cali
Brumback, Mary Louise Silver City
Farnsworth, Marianna Silver City
Heidinger, Malcolm Silver City
Holson, Francis Silver City
Peters, Rafael Silver City
Schutz, Max Silver City
Tullock, Ethel Silver City
Piersol, Ursalita Silver City
Pinkerton, Jack Silver City

Second Grade

Bush, Burchard Silver City
Cosgrove, Burton Silver City
Gudger, Muriel Silver City
Herndon, Rees Fierro
Moore, William Silver City
Peterson, Arthur Silver City
Porterfield, Ann Elizabeth Silver City
Powell, Robert Silver City
Thwaits, Earl Silver City

First Grade

Boulware, Hodge Silver City
Brewer, Beatrice Silver City
Bullock, Margaret N. M. Cottage Sanatorium
Burgess, Lillian Silver City
Copp, Franklin Silver City
Dimmick, Clinton Silver City
Heather, Ruth Silver City
Lowe, Isabel Silver City
Mitchell, Ruth Silver City
Piersol, Madison Silver City
Robertson, David Silver City
Smith, Pauline Silver City
Veseley, Vincent Silver City
Wellington, Augusta Silver City
Wellington, Edgar Silver City

SUMMARY

Alumni		177
Regular Students	80	
Training School	115	
Special Students	7	
Business Students	2	
Correspondence Students	64	
Summer School	187	
	—	455
Total Catalogued		632

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NEW MEXICO
NORMAL SCHOOL

SILVER CITY, NEW MEXICO

1914-1915

ANNUAL ANNOUNCEMENT
AND CATALOGUE

UNIVERSITY OF ILLINOIS
12 JUN 1914

New Mexico Normal School

Silver City, New Mexico

TWENTIETH SESSION

1913-1914

Announcement for 1914-1915

Calendar for 1914-1915

First Term---Sixteen Weeks

Begins August 31, 1914; closes December 18, 1914

Second Term---Twenty-two Weeks

Begins Monday, January 4, 1915; closes May 21, 1915

Opening Summer School May 31, 1915

Commencement Program

Field Day, Friday, May 7.
Parliamentary Contest, Friday, May 14.
Annual Society Literary Contest, Friday, May 21.
Baccalaureate Address, Sunday, May 23.
Annual Play, Monday, May 24.
Graduating Exercises, Tuesday, May 25.
Alumni Anniversary, Tuesday, May 25.

Board of Regents

Hon. John Corbett.....Deming, N. M.
Hon. Jackson Agee.....Silver City
Hon. C. W. Marriott.....Silver City
Hon. V. T. Manville.....Silver City
Mrs. T. G. Rodgers.....Silver City

Officers of the Board

Hon. C. W. Marriott.....President
Hon. Jackson Agee.....Secretary-Treasurer

*Faculty

C. M. LIGHT, Ph. D. (Kansas State Normal School; University of New York) President
Psychology and Pedagogy

E. L. ENLOE, B. E. (Kansas State Normal School), Pd. M, (New Mexico Normal School)
History, Latin, Assistant in Pedagogy

MISS ISABEL WARD, B. L. (University of California)
Spanish Assistant in Latin

MISS HELEN MANVILLE CALKINS, (Knox College; Curtiss Business College, Minnesota)Pd. B. New Mexico Normal
Principal of Business Department

T. G. RODGERS, A. B. (University of Tennessee;) A. M. (University of Wisconsin)
Mathematics

MISS WILFRED JEAN FORSYTH (Southern Illinois Normal University)
English

J. E. BROWNLEE, A. B. (Kansas University)
Science and Manual Training

MISS ETHEL B. PICKETT, (Columbia University)
Domestic Science and Domestic Art

MISS LELA A. MANVILLE, Pd. B. (New Mexico Normal School)
Principal of the Training School

MISS ELLA SCHAFRANKA
Assistant Training School

MISS MARY OLIVER, Pd. B. (New Mexico Normal School)
Assistant Training School

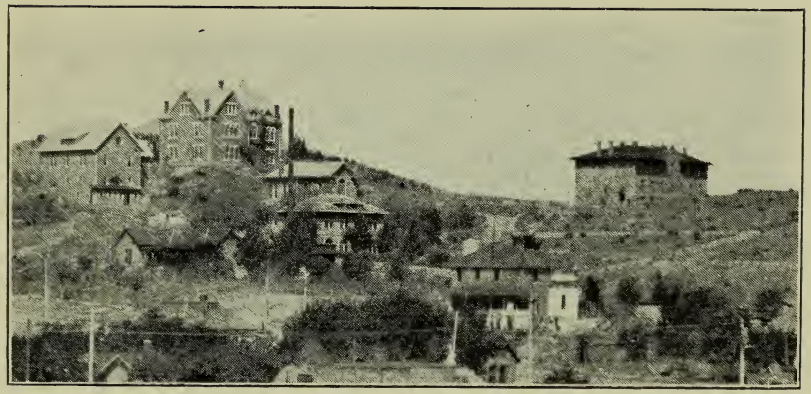
MISS MARY ECKLES, (New Mexico Normal School)
Assistant Training School

MISS NINA LIGHT, Pd. B. (New Mexico Normal School)
Assistant Training School

MISS ETHEL B. PICKETT
Preceptress of Ritch Hall

J. R. ROIBAL
Custodian of Buildings and Grounds

*Except Training Department, arranged according to seniortiy



New Mexico Normal School

General Information

Silver City, Grant county, the location of the Normal School of New Mexico, is at the terminus of the branch of the Santa Fe railway system, which leaves the main line from Albuquerque to El Paso, at Rincon. The town consists of about five thousand inhabitants, and is nestled among the hills at the foot of surrounding mountains, presenting a scene most interesting to look upon. The Mimbres river is on the east and southeast, and the Gila valley on the north and west. The climate of this section, on account of the latitude and elevation, is unexcelled. Its cool summers, mild winters, and dry invigorating atmosphere, render it one of the most favored health resorts in America. The Government, rceognizing this fact, located its military and naval sanitarium at Fort Bayard, nine miles distant, where many tuberculous patients are annually cured by climatic conditions.

LOCATION

The Normal was established by an act of the twenty-fifth legislative assembly, 1893. Soon after their appointment, the regents met, organized, and determined to open a school the following year. In pursuance of this, temporary quarters were rented, a competent corps of teachers employed, and a suitable course of instruction adopted. In the meantime plans and specifications were drawn, accepted, and the contract let for the main building, which was dedicated two years and two months after the school's first opening. The growth of the school from the beginning until now, as shown by the construction of new buildings, the multiplication of appliances, an increasing enrollment and a steady

HISTORY

advance in proficiency, has been a source of gratification to its friends.

PURPOSE

On account of it being an attempt of mind to control mind, especially from the standpoint of development, and in the direction of the highest interest of the individual and society, teaching requires the highest form of skill and intelligence. It is for this reason that the best teaching requires careful preparation not only for each and every particular task, before giving it, but also systematic formal preparation. It is this necessary forethought, this long drawn-out process of getting ready by study and instruction, this actual training for a special line, that makes teaching professional. To make professional teachers is the central idea of the Normal School. To this end actual experience in teaching must be given as well as instructing the individual in reference to the condensed experiences of other teachers.

EQUIPMENT

Twenty-five acres of land within the townsite, neatly fenced and ornamented with trees, shrubbery, etc., constitute the Normal campus. Within this inclosure are situated the main building, the gymnasium and laboratory, the training school, building for the heating plant, and the dormitories. The main building contains the principal's office, the assembly hall, the library, the museum, and various recitation rooms. The assembly room is furnished with opera chairs, a piano, etc., and is beautified with pictures and statuary. The library and museum occupy the third floor of this building, their isolation being most favorable for study. The Wernicke system of book cases is used in the library, which contains about six thousand volumes. The books have been chosen with special reference to the needs of the school, and in this respect the library is complete. While the museum possesses many curios, the collections are made mainly in view of class instruction. The gymnasium is equipped with the various devices for physical cul-

ture. While both boys and girls take a course of training under the physical director, all are allowed at stated intervals the free use of the apparatus The biological, the physical, and the chemical laboratories are fitted with the necessary apparatus to make the work of this department the most efficient. The upper story of the heating plant building is used for manual training, the lower story contains the boilers, coal bins, and bath rooms for boys. The exemplification of the Normal School idea is to be found in the training school, which is designed to be a model school in both method and management. This school serves two purposes: it gives training to those who are preparing to teach, and is a preparatory school for the Normal proper.

The following evidences of scholarship will admit persons into the Normal department:

CONDITIONS. FOR ADMISSION

(1) The possession of a teacher's certificate, known to have been regularly issued by a competent board of examiners.

(2) The possession of a diploma from a high school, college, etc., of known repute.

(3) A recommendation from a competent school superintendent.

(4) Having once attended the Normal.

(5) Sufficient evidence of the applicant's knowledge of the so-called common branches, by examination or otherwise.

The academic department attempts to confine its efforts to secondary education. Elementary schools desiring to articulate with it should complete, in a satisfactory manner, what is generally accepted as eighth grade work. In order that pupils may not be conditioned on their entrance, this work must cover the following grounds:

ARTICULATION

I. *English*—Reed & Kellogg'sHigher Lessons in English through analysis and modification of the parts of speech; Reed's Word Lessons, including the drills on word lists, a study of synonyms and word analysis; composition exercises, which will give the pupil ability to write good English; the study of five American classics: Snow Bound, Legend of Sleepy Hollow, Vision of Sir Launfal, Evangeline, The Great Stone Face; or their equivalents.

II. *Arithmetic*—The adopted eighth grade series completed.

III. *History and Civics*—The first book of the adopted two book series on these two subjects, completed. Two lessons per week in civics.

IV. *Geography*—Natural School Geography, book completed, reviewed and supplemented.

V. *Nature Studies*—A study of animals and plants suited to this stage of work. The adopted elementary physiology studied and completed. Experiments in physics preparatory to the study of physiography and physics must include those showing the pressure, weight, and behavior of the air, sea and fresh water as agencies, gravity, simple mechanics, effect of heat, nature of sound, light, eletricity, etc. Two lessons per week during a nine months' term ought to cover the ground in these subjects.

EXPENSES

The expenses of attending the Normal are quite reasonable. Board and room in private families varies from eighteen to twenty-five dollars a month. Furnished rooms may be rented at very low rate, and there are many opportunities for young ladies to earn their own way by doing house work night and morning.

A small tuition of five dollars a term is charged those who are enrolled in the Normal proper. Training school pupils,

paying in advance, are charged four dollars per term—otherwise five dollars. Those who take typewriting and stenography in the commercial department are charged two dollars per term for the former, and three dollars per month for the latter. This gives students the use of a typewriter one hour each day, and forty minutes recitation in shorthand. The full shorthand course is limited to fifteen dollars. Chemistry students pay five dollars per year for chemicals used and extra for breakage. The same fee is charged for the course in domestic science.

DORMITORIES

Ritch Hall, the dormitory for girls, offers a pleasant and convenient home on the campus for about forty girls. The rooms are arranged for two girls and the rate is seventeen dollars a month; but a girl may have a room to herself by paying twenty dollars a month; this is the better plan where it is possible, as a girl is more free from interruptions. The girls take care of their own rooms.

Each room is furnished with a rug, dresser, wash-stand, study table, several chairs and a double bed with mattress, pillows and mattress pad. Girls must bring sheets, pillow slips, covers, towels, napkin ring and laundry bag. Any thing they can bring to make their room pretty and homelike will add very much to their comfort and happiness.

A girl's clothing should be simple and serviceable. She should have heavy underwear, bath robe, bedroom slippers, overshoes, umbrella and a light wrap in addition to the usual articles.

Girls under fourteen should have a special allowance of five dollars a month for laundry, cleaning, mending and little necessary articles. This is to be paid to the matron, who will keep aaccount of it and refund any surplus at the end of the year. Older girls take charge of these matters for themselves.

A boys' dormitory, which is capable of accommodating twenty persons, is also located on the campus. Both girls and boys take their meals in a common dining room.

The rules are few and are only such as are necessary to avoid friction among the members of so large a family and to secure the well-being of each member. Parents who have any special wishes with regard to their son or daughter are urged to correspond with the matron, who will gladly see that their wishes are carried out. Further information may be obtained by writing to the president.

SOCIETIES

One of the leading features of the Normal is its literary societies—the Literati and the Lyceum. A membership in one of these organizations is not obligatory upon pupils, but those who regularly serve on society programs are excused from school rhetoricals. This requirement, however, practically results in all pupils becoming members of one society or the other. All their work is under the supervision of the faculty, not in name, but in actual practice. In drafting programs, planning amusements, and in preparing for social functions of all kinds, the president personally assists or directs his teachers in doing so. Members of the faculty attend the meetings of the societies and do all in their power to make the societies a success. During commencement week the society contests in athletics, parliamentary drill, oration, essay and debate are sources of much interest.

MORAL INFLUENCES

The person who attends the Normal is brought under many good influences. The Catholics, Episcopalians, Methodists, Presbyterians and Baptists, each have organiations in Silver City. There are four Sabbath Schools and four young people's organizations connected with these denominations. A Young Women's Christian Association has lately been organized, con-

sisting of the lady members of the faculty and practically all the female student body.

Each member of the faculty personally interests himself or herself in the success of these moral forces in the community, thereby supplementing the ethics of the school. School ethics receive a great deal of emphasis both directly and indirectly. Systematic instruction is given, and every incident of the school is turned to moral account, either for some individual or the school as a whole. Thus we seek to make the school like life, with the element of instruction and personal example added.

CONTROL

Each student is treated as a lady or gentleman. A general oversight is taken of all pupils, both in and out of school, and especially those boarding at the dormitories. In thus assuming complete control over the conduct of pupils we endeavor to be fair, rather than strict, firm, rather than harsh, impartial, never losing sight of the highest ideals of family life. Self government is the best, at least that which is secured without the governed being aware of it. Every effort is made to awaken the true spirit of research, self-reliance, self-direction, not alone as a seeker after knowledge, but in sports, amusements, or activities of whatsoever kind. Parents and young people who are in search of a school that aims to give an all-round education will do well to consider carefully these features of the Normal.

TRAINING SCHOOL

Connected with the Normal, under its sole control, is the practice school, in which is represented a kindergarten and all the grades, giving an opportunity for pupils of any grade of efficiency may be classified. Only twelve are admitted to each grade, thus allowing a great deal of individual work to be done. Preference, however, is given to those who have once been enrolled and non-resident pupils. The teacher in charge of each room

is an expert, being especially proficient in the particular work assigned her.

The regular summer term is held for eight weeks beginning the following Monday after the close of the second semester.

SUMMER SCHOOL

While this session is designed especially for teachers who wish to work up to a higher standard of scholarship and professional efficiency, arrangements may be made with the president whereby any study in the curriculum may be pursued. The work of this term is of the same character as that of any of the other terms of the scholastic year. Nor is it intended to be an opportunity to shorten any of the Normal courses. Therefore, to obtain credits, the same degree of efficiency is required. By special arrangement with the State Board of Education, candidates are allowed to make credits in four branches, by recitation, at the summer term, either for county or state certificates. These also may be counted for graduation.

CORRESPONDENCE SCHOOL

The Normal is prepared to teach any study of its curriculum by correspondence. By this method regular lessons are assigned, learned and recited. Upon the completion of certain definite portions of the subject-matter of each branch, tests are given, the papers of the student being returned with the corrections marked thereon. Those who reach the required degree of efficiency will be given passing credits the same as if they were present at the school.

The organization of a school of correspondence in connection with the professional courses of the Normal, seems to be a matter of necessity. The distances in New Mexico are great. During the school year the service of good teachers is in constant demand. Under the present system of certification every inducement is held out to teachers to secure a certificate of a higher grade than the one in their possession. The direct work of their schools does not engage all their

time. Few can or will lay out a course of study and pursue it regularly and systematically. They need a task master as well as a system of instruction. For all such, a course in correspondence comes as a boon. Thus, by the aid of the summer school and study by correspondence, there is no good reason why every ambitious teacher should not receive the highest award of the state, a life diploma.

Considering the amount of work connected with it we have made the charges for the correspondence course very reasonable, indeed. Six dollars for a one term study and twelve for a two term study. In each instance the fee is payable in advance. No charges are made for the required readings.

DIPLOMAS

Four general classes of diplomas are granted by the school. A diploma for completing the University entrance course, the business course diploma, industrial course and diplomas for those who desire to enter upon the career of the teacher; the elementary, the didactic, and the professional. These diplomas correspond to the three classes of certificates issued by the State Board of Education; the three year certificates, the five year certificates, and the life certificates. It should be noted in this connection that the credits, which merit these diplomas from the school, are accepted by the State Board for its certificates.

DEGREES

The Normal grants degrees upon the following conditions: Upon a candidate making 240 points or doing six year's work, including all the professional branches, the degree of Bachelor of Pedagogy will be conferred. Students already possessing qualification for the Bachelor's degree are required to make forty additional credits for the degree of Master of Pedagogy. But sixteen weeks' work for the Bachelor's degree must be made in residence, and thirty-two weeks in residence for the Master's degree

But neither of these degrees, however, will be

conferred unless the student makes forty units in the Normal and has been in actual attendance for a period of not less than sixteen weeks for each degree.

OTHER SCHOOLS RECOGNIZED

Grades brought from other schools are accepted in lieu of those made at the Normal. But no person shall be graduated on less than 160 credits, four of which shall be made in residence, sixteen weeks in actual residence-study being the minimum period required for making the four credits referred to. (See schedule on page 21.)

GRADES AND CLASSIFICATION

No particular emphasis is placed upon set grades in the school. We recognize that the student's being conscious of reasonable proficiency, together with the judgment of the instructor in charge, is the best standard of thoroughness. Class work, examinations and special requirements are the means used to obtain this standard. But to give the students and teachers a criterion for the effort made, we have adopted the plan of grades and credits.

Grade.	36 Weeks' Study	18 Weeks' Study
85 to 100	10	5
80 to 85	9	4½
75 to 80	8	4
70 to 75	7	3½
65 to 70	6	3
60 to 65	5	2½

A pupil's standing from 85 to 100 in a forty weeks' study entitles him to ten credits for graduation; in a study requiring less time a reduction is made accordingly as shown by the above table. Grades are reduced on account of absence. A mark below 60 is counted as a failure and is entitled to no

credits. A candidate who has taken all the studies required and still falls below the minimum must raise his grade, either by taking the branch again or by examination, before he can receive the honors of the school. Professional diplomas require that the recipient make full credits in the professional studies and the study of arithmetic. By *prepared* work is meant the learning of daily tasks that have been assigned, the keeping of note books, etc.; by *unprepared* work is meant the work of the recitation not specially prepared, the oral and written tests, etc.

Pupils holding creditable grades from the other state institutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable, but all such deviations must be by the advice and consent of the principal.

THE ALUMNI

The alumni association of the school holds one meeting a year, at the time of the annual banquet, the day after commencement. On this occasion the graduating class is received and entertained, and much interest is manifested. Indeed, the welfare of the school is largely dependent upon its former students and alumni. On the other hand, the faculty is interested in the successes of its graduates, and desires to aid them in every laudable undertaking.

Railroad Fare Paid

On coming to the Normal from any part of the State, the railroad fare of students in excess of three dollars will be refunded to them. The same reduction will be made for their return. This is done under three conditions: (1) The student must be a resident of New Mexico; (2) must promise to teach; (3) and must be in regular attendance for at least eight weeks in succession. This privilege applies to the summer term as well as the regular session.

Class Memorials

Since the third graduating class, it has been the custom to leave the school a class memorial of some sort. The class of 1898 presented busts of Pestalozzi and Frœbel, mounted on pedestals; class 1899 "Mercury at Rest" in marble; class of 1900, a mounted deer's head; class of 1901, the picture of "Aurora"; class of 1902, the picture of "The Chase"; class of 1903, "Reading and Writing," in marble; class of 1904, "Napoleon," in marble; class of 1905, a park fountain erected in front of the girls' dormitory; class 1906, "The Hunter," in bronze and a mission clock for the girls' dormitory; class 1907, "Gettysburg," a bronze tablet bearing Lincoln's Gettysburg address; class of 1908, four concrete seats located on the campus; class of 1909, sanitary fountain for the Training School and a circular swing; class 1910, four campus settees; class 1911, play ground apparatus for Training School; class of 1912, a well equipped tennis court; class of 1913 a piano for the training school.

Course of Instruction

There are four departments of the Normal work; the professional, the academic, industrial and the business. While these departments are co-ordinated whenever it is possible, in the actual work of the school, they are nevertheless distinct phases of instruction. It is true that special emphasis is placed upon the school's professional work, but the academic does not suffer on this account. Indeed, it is made more thorough and efficient because it is given by teachers who are especially trained to impart knowledge to others.

DEPARTMENTS

Academic Curriculum

A complete schedule of academic work for all courses.

FIRST YEAR

English (10). Literature III. Composition
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.
Electives—Latin or Spanish (10) V.

SECOND YEAR

Algebra (5) V.
Plane Geometry (5) V.
Botany (5) V.
Physiology (5) V.
Physical Training (1) II.
Electives—Latin or Spanish.

THIRD YEAR

Required—English (10). Literature III. Rhetoric II.
Physics (10) V.
Plane Geometry (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.
Electives—Latin (10) V.
General History (10) V.
Bookkeeping (5) V.

FOURTH YEAR

Required—English Grammar (5) V. Elocution and Literature (5) V.
Theses and Debating (2).
Vocal Music (1) II.
Physical Training (1) II.
Electives—Latin (10) V.
Solid Geometry (5) V.
Trigonometry (5) V.
Chemistry (10) V.
Psychology (10) V.
Advanced Arithmetic (5) II.
Accounting and Typewriting (5) II.
U. S. History and Civics (10) II.
Sociology (5) V.
Commercial Law (5) V.
Stenography and Correspondence (10) V.
Art III.

The credit system involves three elements: time, efficiency, and extent of the subject matter learned. The amount of subject matter required is set forth by the syllabus of studies on the following pages. The per cent. system as explained on pages 17 and 18 indicate the efficiency required.

Ten credits require five recitations a week for a period of thirty-six weeks or its equivalent.

NOTE.—Arabic numerals refer to the number of credits for each branch, the Roman to the number of recitations per week.

Professional Course

ACADEMIC SECTION

FIRST YEAR.

(Credits are indicated by Arabic numerals. Number of recitations per week by Roman).

English (10) Composition III, Literature II.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Vocal Music (1) II.
Physical Training (1) II.
Spanish (10) V or Latin (10) V.

SECOND YEAR.

English (10) V.
Plane Geometry (10) V.
Botany (5) V.
Physiology (5) V.
Vocal Music (1) II.
Physical Training (1) II.
Spanish (10) V or Latin (10) V.

THIRD YEAR.

English (10) V.
Physics (10) V.
Ancient History (5) V.
Mediaeval and Modern History (5) V.
Vocal Music (1) II or Art (1) II.
Physical Training (1) II.
Electives (10) V.

FOURTH YEAR.

Advanced Arithmetic (5) V.
Grammar Reviewed (5) V.
American History (5) V.
Political Science (5) V.
Methods of Teaching Music (1) II or Art (1) II.
Physical Training (1) II.
Electives (15) V.

Total number of credits, 158.

Electives are to be chosen from the following list: English (10), Latin (20), Spanish (10), Home Economics (5), Commercial Law (5), Agriculture (5), Mathematics (20), Manual Training (10), Bookkeeping (5), Art (5), General and Industrial chemistry (20).

For resident students five credits additional are required for Thesis and Debating.

PROFESSIONAL SECTION

FIFTH YEAR.

Psychology (10) V.
Special Methods (10) V.
Observation (5) V.
History of Education and modern School systems (5) V.
School Management and Administration (5) V.
Elective (5) V.

SIXTH YEAR.

Principles of Education (5) V.
Practice Teaching (10) V.
Industrial work including (10) V:
Elementary woodwork.
Elementary agriculture.
Elementary domestic science and art.
Constructive work for the grades.
Electives (15).

Total number of credits required, 80. Candidates may choose their electives from the following: Art (10), Spanish (10), Latin (10), English (5), Sociology (5), Economics (5), Ethics (5), advanced algebra (5), solid geometry (5), trigonometry (5), chemistry (10) Advanced industrial branches (15).

COMMERCIAL COURSE

FIRST YEAR.

English (10) V.
Algebra (10) V.
Commercial Geography (5) V.
Zoology (5) V.
Spelling (5) V.
Penmanship (5) V.

SECOND YEAR.

English (10) V.
Commercial Arithmetic (10) V.
Physiology (5) V.
Bookkeeping (10) V.
Civics (5) V.

THIRD YEAR.

English (10) V.
Industrial History (5) V.
Ancient History (5) V.
Commercial Law (5) V.
Shorthand (10) V.
Typewriting (5) V.

FOURTH YEAR.

Business Correspondence (10) V. (To include advertising and salesmanship.)
American History (5) V.
Shorthand (10) V.
Typewriting (5).
Economics (5) V.
Elective (5).

INDUSTRIAL COURSE

FIRST YEAR.

English (10) V.
Algebra (10) V.
Physiography (5) V.
Zoology (5) V.
Sewing and Freehand drawing (5) V.
or
Mechanical drawing and Bench work (5) V.

SECOND YEAR.

English (10) V.
Geometry (10) V.
Physiology (5) V.
Botany (5) V.
Sewing
Household decoration and furnishing,
Designing (5) V.
or
Mechanical drawing and
Bench work (5) V.

THIRD YEAR.

English (10) V.
Ancient History (5) V.
Industrial History (5) V.
General Chemistry (5) V.
Applied Chemistry (5) V.
Cooking (5) V
or
Lathe work and
Furniture making (5) V.

FOURTH YEAR.

Bookkeeping (5) V.
Advanced Arithmetic (5) V.
Agriculture (5) V.
Political Science (5) V.
Physics (10) V.
Advanced Cooking,
The House
or
Cabinet Work (5) V.

Total number of credits, 160.
Options selected from academic and professional courses.

College Entrance Course

FIRST YEAR.

English (10). Literature III. Composition II.
Algebra (10) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

SECOND YEAR

English (10). Literature III. Composition II.
Algebra (5) V.
Plane Geometry (5) V.
Spanish (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Culture (1) II.

THIRD YEAR

Physics (5) V.
Plane Geometry (5) V.
General History (10) V.
Latin (10) V.
Vocal Music (1) II.
Physical Training (1) II.

FOURTH YEAR

English (10) V.
Latin (10) V.
Trigonometry (5) V.
Solid Geometry (5) V.
Chemistry (10) V.
Vocal Music (1) II.
Physical Training (1) II.

From the foregoing schedules four High School Courses are provided for: a course for College Entrance, a Business Course, an industrial and a General Course.

HIGH-SCHOOL

The College Entrance Course is modeled after the report of the Committee of Ten and is designed to prepare pupils for University admission. The Business Course is the same as that given by the best Commercial High Schools in the country. In addition to the required work as set forth in the above program, bookkeeping, penmanship, commercial law, commercial arithmetic, typewriting, stenography and business correspondence are also required. Those Academic students who do not wish to take either the College Entrance Course or the Business Course may take the General Course, a type of secondary education that admits of a wider range of elective studies. The average student can complete these courses in four years, 160 being the minimum number of credits required for graduation from either of them.

The Normal Department provides for three Professional Courses: That for the Three Year State Certificate; that for the Five Year Certificate; and the course leading to the Life Diploma. The first comprises all the required studies of the first four years as outlined under "Professional Courses," all the professional branches of the last two years, and enough of

PROFESSIONAL COURSES

the optional studies to make 185 credits. The second is the same as the first, adding 15 credits for observation and practice or experience in teaching. When those who have completed the Five Year Certificate Course and who have had three years of successful teaching experience, in addition to the observation and practice in the training school, or its equivalent, have made forty (40) or more credits from the elective studies, they become eligible to a life diploma from the State Board of Education. Accredited High School graduates are required to take the last year of the Professional Course before they are eligible to the Five Year Diploma and Certificate.

Pupils holding creditable grades from the other state insti tutions or from schools of known merit, may receive credit for their qualifications and be excused from taking the same branches in the Normal. But all professional work must be done in this institution.

The studies in the course are supposed to be taken up in the order given, and the pupil is not allowed to take more at a time than is indicated in the outline. However, this is often impracticable. But all such deviations must be by the advice and consent of the principal.

ELEMENTARY COURSE

Upon the recommendation of the State Board of Educa tion these elementary courses are offered. The course in section one aims to prepare persons for the reception of a third grade county certificate; section two, for a second grade county certificate; section three, for a first grade county certificate. Though the branches in the first section are repeated in the second and those of the second in the third, the courses are different. The second requires a more thorough and extended knowledge of these subjects than the first, and the third a more thorough and extended knowledge of them than the second. These courses thus serve two purposes, (1) They lead up to the full professional course. (2) Those who wish to teach before graduation will have an opportunity to do so.

Section 1. This course includes Reading, Arithmetic, English Grammar and Composition, Geography, Penmanship and Orthography.

Sec. 2. This course includes the same branches as the preceding one, adding United States History and an elementary course in the Art of Teaching and School Management.

Sec. 3. This course includes the same studies as the second, adding Physiology, Civil Government, Psychology, Theory of Teaching and Actual Practice in Teaching, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics and Elementary Bookkeeping.

Current Information

He who possesses a thorough knowledge of current events is not only learning history in its making, but comes to have an appreciative interest, which he would not otherwise have, in every form of knowledge. The text and the library are incomplete without the literature of today to give them meaning. The events of the past are pale, while those of the present are blood red. Out of the past come the lessons of life, but a knowledge of the present reveals our personal needs. For these, and other reasons of less importance, the Normal attempts to make every pupil a student of current information. To this end our library tables are furnished with the most carefully selected periodicals. Here may be found daily and weekly newspapers, magazines, and all the leading professional journals upon the subject of education. Students not only have free use of these, but are often required to make special investigations of them for the purpose of debate and essay work. Once a week a student, or some member of the faculty, presents the

most important news from the platform, making a special effort to show their teaching from the standpoint of ethics and sociology.

The Principal edits the Normalite, a quarterly periodical, devoted to the interests of the school and the cause of education. The commencement number is handed over to a committee of students, but all their productions are carefully criticized, making it not only more readable but of more value to its contributors. A copy of this issue may be had by any one making a request for it. The students of the summer school also issue a special number of the Normalite.

The Normal School Bulletin is printed quarterly. This deals with professional subjects exclusively.

Analysis of Course of Instruction

ACADEMIC DEPARTMENT

MATHEMATICS

The course in arithmetic presupposes a great deal of knowledge on this subject. All topics are reviewed with a view of thoroughness and improvement in methods.

ARITHMETIC

Three phases of the work are brought out: the mechanical, the philosophical and the practical. The mechanical aims to perfect the learner in neatness, accuracy and rapidity of calculation. From the philosophical point of view, all processes, as such, are explained and their relations pointed out. Special emphasis is placed on the practical side of the subject. That method and that form of the subject matter are used that will be of most benefit in after life and future study. All methods of solution are considered and their pedagogical value determined with a view of ascertaining the best. To this end the natural steps in teaching the processes are pointed out and illustrated.

The required course in Algebra consists of three terms' work. The first year's course centers about the equation and the solution of simple problems that grow out of arithmetic but extend a little beyond the arithmetical domain rather than formal proofs. The following topics are emphasized: the expression of correct algebraic lan guage and equation, graphs, simultaneous equations of two or three unknowns, factoring, simple qualities and simultaneous qualities by factoring and an introduction to radicals, quadratics, and fractions in their more general forms.

ALGEBRA

The third term's work coming in the Junior year permits

some attention to be given to the formal side of algebra. A thorough review in the essentials of the first year's work is given, followed by a good course in radicals, quadratics, simultaneous quadratics, progression, and graphing the equation of the second degree. The work of this term centers about the quadratic equations and the solution of geometrical problems in order to unify the work previously given in algebra and geometry.

Two terms are given to plane geometry and one to solid. Plane geometry is developed by an inductive-deductive method.

GEOMETRY

Constructions, measurement and inductive proofs predominate in the early part of the course and the more rigorous deductive proofs in the latter. The work is vitalized by the solution of simple exercises and practical problems requiring the use of the algebra of the previous year.

Solid geometry coming in the fourth year is developed by more rigorous deductive and general methods than were admissible in plane geometry. The theorems forming the basis of plane geometry are reviewed in such a way as to give a comprehensive view of the whole field. Cylinders are made corollaries to prisms, cones to pyramids, spherical triangles to trihedral angles, etc. The analogy between plane and solid geometry is carefully developed. The binomial prismatoid formula which denominates mensuration of solids is emphasized throughout the course. The solution of the exercises of this term requires the use of arithmetic, algebra, plane and solid geometry, thus unifying the previous three years' work in mathematics.

One term is given to the study of plane trigonometry. This course emphasizes the trigonometrical functions, derivation of formulas, use of tables and the solution of triangles by trigonometry and construction and measurement.

TRIGONOMETRY

One term in college algebra is offered when there is suf-

ficient demand for it. The course is strictly of college grade and presupposes the completion of the full course outlined above.

ENGLISH

The fundamental aims in the academic work of the English department are to strengthen the appreciation and love of literature, and to teach the student to express himself in adequate English. The first of these is approached by teaching the student what he should demand of different types of novels, poems, dramas and essays, and by familiarizing him, through reading and study, with books which answer standard requirements. The second aim includes oral and written composition, and the more unconscious but equally valuable informal class discussion of various subjects. Four formal themes a month are required in each of the first four years of the course, one recitation a week being devoted to the reading and to the criticism of themes and models, the writing of short compositions in class and the discussion of material for such exercises.

In the fifth year a teacher's course in the study of the English language is given, together with work in special methods of teaching English. The following is a syllabus of the work required:

FIRST YEAR

I. Rhetoric: 1. The Nature of Expression. 2. The Theory and Art of Theme Writing.3. Letter Writing. 4. Poetic Composition. "Brooks and Hubbard" is suggested as a typical text.

II. Ability to Write English.

III. Classics. 1. Hawthorne's Twice Told Tales. 2. Coleridge's Ancient Mariner. 3. Scott's Lady of the Lake. 4. Shakespeare's Julius Caesar. 5. Stevenson's Treasure Island.

An extended knowledge of one of each of these four forms is required, such as results from an intensive study of them for passing a formal examination. A general reading acquaintance is required of one other of each of these classics.

SECOND YEAR

I. Rhetoric: Language as a medium through which ideas and thoughts are expressed—Description, Narration, Exposition, and Argument. "Brooks and Hubbard" will serve also as a standard of thoroughness on these topics.

II. Ability to Write English.

III. A Knowledge of English Classics: Silas Marner, Sir Roger DeCoverley Papers, Merchant of Venice, or Henry V., Vicar of Wakefield, DeQuincy's English Mail Coach, Ruskin's Sesame and Lilies, Macauley's Lays of Ancient Rome.

An intensive study of five of the above and a general reading knowledge of the remainder, is required.

THIRD YEAR

I. History of American Literature: Newcomer is suggested as a text.

II. Ability to Write Formal Themes.

III. Knowledge of American Literature: 1. Franklin's Autobiography. 2. Washington's Farewell Address. 3. Webster's Bunker Hill Oration. 4. Irving's Sketch Book. 5. Bryan's Poems (selected). 6 One essay from Emerson. 7. Holmes' Poems (selected). 8. Hawthorne's Short Stories: Marble Faun, or House of Seven Gables. 9. Longfellow's Poem's (selected). 10. Lowell's Poems (selected). 11. Whittier's Poems (selected). 12. Short Stories from Poe. 13. One novel from Cooper.

An intensive knowledge of eight of the above and a general reading knowledge of the others is required.

FOURTH YEAR

I. History of English Literature: Such as suggested by Halleck's Text.

II. Ability to Write Formal Themes.

III. Knowledge of English Literature: 1. Shakespeare's Hamlet, or King Lear. 2. Milton's Minor Poems. 3. Carlyle on Burns. 4. Tennyson's Idylls, (selected). 5. One novel, Thackeray.

An intensive study of all the above is required. The general reading for this period is left to the discretion of the student or teacher.

"Ability to Write English" arises from constant practice. In order to develop this, at least one theme per week is required.

Classics equivalent to the above may be selected for study and tests, but the selection must be confined to those

named by the committee on "College Entrance Requirements in English" for 1915-1919.

By an "Intensive Study" of a classic is meant the following: (1) Its classification. (2) The study of the piece as an end within itself. (3) Its intrinsic function or aim as designed by the author. (4) The indirect functions of which it is capable in regard to the various lessons of life. (5) The Plot—Main incidents. Climax—Unity, etc. (6) Characters —names—distinguishing characteristic, considered statically or from the standpoint of development. (7) Setting—Time and place. (8) Style, Quality, Diction, Figures of Speech. (9) Allusion—Historic, mythological, etc. (10) Meter —if poetry. (11) Memory selections.)12) Life and characteristics of the author.

By the "Reading knowledge" of a classic is meant: (1) A general knowledge of the author. (2) A general knowledge of the setting, situation, character, and plot. (3) An appreciation of the teaching and sentiment of the selection.

The time, quantity, and efficiency elements are all provided for in the above outline. The time is indicated by the years, which should consist of five forty-five minute recitations a week for a period of thirty-six weeks or its equivalent. The quantity of material is made quite definite. In the judgment of the writer, the efficiency required should be indicated by at least an eighty-five per cent (85%) grade.

FIFTH YEAR

English Reviewed with a view of Teaching it. 1. Story telling. 2. The Psychology of Language. 3. Language Motives. 4. Principles of Language Teaching. 5. Language Values. 6. Talking and writing in the various grades. 7. Forms and devices for Language Exercises. 8. Grammar Reviewed.

OUTLINE

COURSE IN ENGLISH GRAMMAR.

A. Origin of Language. (1) Definition of Articulation (see dictionary). (2) Development of Speech, (a) Expression of emotion—joy, pain, fear, etc. (b) Class names. (c) Individual names. (d)

Influence of place, occupation, etc., on growth of Language.

R. History and Derivation of the English Language. (1) Aryan Parentage: (a) Original meaning of word Aryan. (b) Second meaning of word Aryan. (c) Present meaning of word Aryan. (2) Construction of diagram of Aryan trunk with branches and off-shoots.

(Texts for C. D. and E. and History of English Language. Most English Grammars give a final chapter on the History of the English Language. Longman's English Grammar is a satisfactory text.)

C. Composite Character of the English Language. 1. Table showing Race Elements.

I. Aryan	Keltic	Scotch
		Irish
		Welch
	Teuton	Saxon
		Dane
		Norman

2. List of proportionate number of Latin, Greek and Saxon words in English Vocabulary: 60% Saxon, 30% Latin, 5% Greek, 5% Various sources. 3. Explanation of causes of words added: (a) From Latin language. (b) from French language. Explanation of Doublets (pairs of words from same roots).

D. Inflections. 1. Plurals: (a) Endings, and (b) formed by change of vowel. 2. Gender. 3. Case. 4. Comparisons. 5. Persons.

E. Word Study. I. 1. Roots, 2. Prefixes, 3. Suffixes, 4. Derivatives, with Definitions and Explanations. 5. Words formed by Composition. 6. Exercises in recognition, understanding of meaning and in use of above.

F. Phonology. (a) Definitions of Phonology, Sound, Tone, Noise, Voice, Speech. (b) Classification of alphabet sounds on basis of amount of vocal tone: Vocals, Sub-vocals, Aspirants (with definitions). Classification of alphabet sounds on basis of articulating organs used; Labial, Palatal, Lingual (with definitions). Classification of alphabet sounds on number of elements involved; Elementary, Compound (with definitions). (c) Classification of alphabet letters: Vowels, Consonants, Diphthongs, Digraphs, Trigraphs, Cognates, Phonograms (with definitions). (d) Study of Alphabet sounds and letters: 1. Number of letters; Number of sounds. 2. Vowels: phonetic marks. 3. Consonant: hard, soft, silent, etc.

G. Orthography. (Text—Reed). (1) Rules for spelling. (2) Advantages of grouping work for spelling according to number of syllables, hononyms, sound and rhythm, derivation, difficulty, syno-

nyms, occupation. (3) Argument for and against use of spelling text. (4) Methods of instruction in spelling.

H. Good Use. (1). Standard of usage. (Explanation and liberal illustration). (2) Violations: Reputable, National, Present (give definition and kinds. For these definitions consult any rhetoric—chapter on diction). (3) Difficulties and common errors: Classification—Use of Shall and Will; Use of Like; Erroneous forms of verbs; Cases of Pronouns; Grammatical agreement.. This and These, That and Those; Most and Almost; Position of adverbs; Only, etc.; Correlative words; Split infinitives; Possessive with verbal noun; "Dangling Participles," etc.

I. Grammar. (a) Its Scope: The sentence as a whole; Relations of its parts to each other; Idiomatic expressions. (b) Sentences. 1. Classes: (a) on basis of thought (grammar); (b) on basis of form (rhetoric). (c) 1. Classes; (2) Use, or function. (d) Phrases: 1. Classes; 2. Use. (e) Arrangement: 1. Natural; 2. Inverted. (f) Punctuation and capitalization. (g) Parts of Speech: 1. Outlines showing properties of nouns, adjectives, verbs, adverbs and classes of pronouns. 2. Tables showing parts of speech and sub-classifications. 3. Words used as different parts of speech; what, as, like, but, that. 4. Study of infinitives, conjugations, and declensions. 5. Parsing. 6. Analysis of Sentences: Elements of words, phrases, and clauses; classification of elements (a) Work elements may be: Subject, object, attribute, verb adjective modified (adjective, participle, oppositions, possession), adverb modified—connective—independent. (b) Phrase Elements may be: Subject (infin.), object (infin.), attribute (infin. of prep. phrase), adjective modified, adverbial modification of prepositional phrase. (c) Clause elements may be, Subject, object, attribute, adjective and adverbial modifiers. (Give analysis by diagram). (h) Syntax: 1. Definition. 2. Rules. (a) case; (b) agreement; (c) use. 3. Exercises for correction.

ELOCUTION

The aim of this department is to acquaint the student with principles underlying reading and public speaking. Scientific methods of voice and bodily expression are clearly defined. The object of every recitation is to develop conversational directness, earnestness and dignity of address.

Practical work in the various forms of speech, narration, description, impersonation, exposition and argumentation is

diligently drilled upon. Two classics a year are read and important parts committed.

Students are given private drill upon parts assigned for literary societies. Class plays and entertainments are under the direction of the head of this department.

OTHER LANGUAGES

The value of the Spanish language to all Americans is making itself felt, but to the people of New Mexico, where a large percentage are Spanish speaking people, it is almost a necessity.

SPANISH

The course in the Normal aims to be thorough and practical, great stress being laid upon correct pronunciation and correct use of sentences in conversation. The recitations are conducted in Spanish, except in cases where the use of English is necessary for the proper understanding of the context, as it is deemed equally (if not more) essential to train the ear to the sound of the language as to train the tongue and eye to the use and form of it.

A systematic and practical study of the verb occupies a prominent part in the recitation. Every person in the conjugations is introduced by a complete sentence, followed by a verb drill by which each student is trained to form conversational sentences in the tense and person required.

All the reading matter is translated to see that it is understood, then a general conversation on the same is held, and all questions asked by the teacher are required to be answered in Spanish by the pupils.

The following text-books are used in the course:

Books.

Hill: Spanish Tales for Beginners.

Second Year—Cortina: Desques de la Lluvia el Sol (comedia); El Indiano (comedia). Caballero: La Familia de Alvereda (novela).

Second semester—Morrison: Tres Comeidas Modernas. Crawford: Spanish Composition.

One-third of the English language being derived from Latin and much of that third without change, a knowledge of Latin is of great value to the student of English.

LATIN

In the study of this subject much attention is given to the vital relation between Latin and English. The structure of the Latin language itself is carefully studied.

The following is an outline of the work: First year Latin, Collar and Daniel; Drill of declensions, conjugations, pronunciation and elementary exercises in translating from Latin to English and from English to Latin, selections from Roman traditions and history.

Second year Latin, Caesar's Gallic War; a careful study of the grammatical structure of the first four books of Caesar, also Latin prose composition and syntax.

Third year Latin, Cicero's Orations, including the four against Cataline, and the Port Archias or the Impeachment of Verres. Especial attention is given to conditional sentences in the prose composition work of this year.

Fourth year Latin, Virgil's Aeneid, including a careful study of poetic feet and scansion.

HISTORY AND CIVICS

The course in History is arranged with a view of emphasizing the following important aims: (1) To supply pupils with a store of valuable historical information. (2)

HISTORY

To bring them to an appreciation of present duties and responsibilities by a study of the growth of individual liberty and governmental institutions and the individual's relation to this growth. (3) To awaken in them, at the same time, the love of historical reading and the skill in discovering essential elements in historical material.

The first semester of the third year is devoted to the study of Ancient History. Beginning the study with the earliest efforts of man to meet his in-

ANCIENT HISTORY

creasing social needs by governmental organizations, the rise and fall of ancient nations will be traced, the work extending to the fall of Rome.

This course follows the course in Ancient History and continues throughout the second semester of the third year. In the study of the Middle Ages special effort will be made to discover the germs of political movements of modern times and the influence of Mediæval institutions on subsequent governmental developments.

MEDIAEVAL AND MODERN HISTORY

The essential feature in the study of the history of Modern Europe will be the growth of the democratic idea in government.

While this course is so arranged that the student may acquire a general idea of American History, special emphasis will be placed upon those movements in our history which have resulted in permanently affecting our governmental system. This course, together with civics, will run throughout the entire fourth year. Montgomery's Student's American History will be used as a guide, in the subject, supplemented by a departmental library of about 800 volumes, containing many of the latest and best reference books on the subject. A great amount of collateral reading and reports will be required.

UNITED STATES HISTORY

This course is intended for those pupils completing the subject of American History. It is quite important that the pupils, and especially those intending to teach, should be thoroughly acquainted with the workings of local government. This feature of the course will be properly emphasized.

CIVICS

In the study of our national government the historical method will be used as far as expedient. To aid the pupil in this, a series of "Suggestive Questions" will be offered. These questions will often go quite outside of the text with the purpose of leading the pupil into research work and training him

to gather, from scattered sources, material bearing on the point to be emphasized.

CURRENT HISTORY

Throughout the fourth year, one hour per week will be devoted to the study of current history. The library and reading room is supplied with papers, magazines, reports, and the Congressional Record, from which the pupils may get points of interest, and prepare to discuss them before the class. The instructor acts as chairman and guides them in the discussion.

BIOLOGICAL SCIENCES.

The laboratories are well equipped to give the courses offered in biology. The equipment consists of compound microscopes, with oil immersion lenses, dissecting microscopes, prepared microscopic slides for botany and zoology, one hundred lantern slides for demonstrations, microtome, ovens, glassware and stain for histological studies, sterelizers and glassware for cultural work in bacteriology.

ZOOLOGY

A study of a series of animals representing all the large groups; field and laboratory study of living specimens; collection of insects; special study of insects of economic importance; identification of representative birds; notes and drawings of all observations.

Text: Davenport.

BOTANY

This course deals with the elements of plant physiology morphology, and ecology; study of the principal life functions of plants, such as photosynthesis, respiration, transpiration, growth and reproduction; identification of local plants. Notes and drawings, and, in the latter part of the course, a herbarium is required.

Text: Bergan and Caldwell's Practical Botany.

BACTERIOLOGY

This is a general course consisting of lectures, recitations and laboratory work. Special emphasis is given to economic and pathogenic forms. Numerous experiments are made with cultures of bacteria and simple bacteriological methods are demonstrated.

AGRICULTURE

This course includes a study of the plant, plant improvement, plant propagation and growth, grafting and budding, dry farming, conservation of moisture, diseases of plants, insect pests, farm crops, animal husbandry, farm dairying, etc. Especial attention is given to the crops and methods of cultivation adapted to New Mexico.

Text: Wilkinson's Practical Agriculture.

SCHOOL GARDENING IN THE SUMMER TERM.

This course consists of lectures and field work; actual making of a garden and raising vegetables for home consumption; making of hot beds; study of plants grown in hot beds; preparation of soil; setting of plants; fertilizing and cultivation.

ADVANCED PHYSIOLOGY

The course offered in physiology is a combination course in physiology, hygiene and sanitation. Emphasis is placed upon the physiology of the organs; personal hygiene; community hygiene; cause of disease; the way by which germ diseases are transmitted; the defense against disease; the signification of vaccination, isolation and quarantine; the reason for the inspection of water, milk and food supplies; school room hygiene and sanitation; Conn & Buddington as a text.

PHYSICAL SCIENCES.

The purpose of the study of physiography is to gain a

clear concept of the surface of the earth and the influence upon man of each characteristic area. Physiography and geography stand in numerous important relations to other studies. There can be no history without them in the real world. History and literature deal with the same mountains, rivers, plains, and valleys, giving graphic pictures.

PHYSIOGRAPHY

Salisbury's Modern Geography and Darling's Laboratory Manual are used as guides to study.

The course in physics continues throughout the senior year. The method of instruction is a combination of laboratory work and recitation. Two double periods per week are devoted to laboratory, and three single periods to lectures and recitations. The first half of the course covers the mechanics of solids, liquids, gases and heat. The second half covers magnetism, electricity, sound and light.

PHYSICS

The laboratory facilities of the school are ample to give students a complete equipment for individual work. The usual course in general chemistry is given. This includes a careful study of the physical and chemical properties of the elements, together with the laws governing all chemical reactions and calculations. In the last half of the course, students in the department of Household Science make a study of foods, food adulterants, stains, textiles, etc.

GENERAL CHEMISTRY

Texts: McPherson and Henderson; Allyn's Applied Chemistry.

This is a general course in organic chemistry, including

lectures, recitations and laboratory work. A study is made of the carbon compounds with reference to the hydrocarbons, alcohols, acids, carbohydrates, fats, foods and the chemistry of the vital processes. The laboratory work includes experiments with fats, proteins and carbohydrates with their reactions.

ORGANIC CHEMISTRY

This course consists of the study of the various chemical industries. The manufacture of fuels, soap, sugar, glucose, starch, paints and oils is included. The laboratory work consists of the analysis of milk, butter, cheese, meats, cereals, air, and fuels The sanitary study of water for drinking purposes is made.

INDUSTRIAL CHEMISTRY

MANUAL TRAINING

A new course in Manual Training was introduced last year. The instructor made a serious attempt to combine the good features found in the Swedish Sloyd system and the Russian system and apply them to American conditions.

The course in woodwork begins in the seventh grade and continues for four years, one hour per day and five days per week. The course is intended for pupils who have had no previous experience with woodworking tools. It is planned to develop the subject in a systematic manner in harmony with well established pedagogic principles. The lessons for the first two years consist in instruction in tool usage, followed by a large variety of designs for articles useful to the home. The lessons for the last two years are intended to give a drill system, careful forethought, and intelligent perseverance which will be of great value to any pupil, either boy or girl, and will repay the effort, even though the pupil may never use such tools after leaving school.

ART COURSE

The aim in the Art Room is to develop a greater appre-

ciation of beauty and to offer opportunities for the expression of creative ideas.

Believing that one must love the thing to be painted if the result attained is desirable, effort is made to introduce beautiful objects, pictures, color, etc., and to foster a sense of enjoyment in art work as one of the most important elements in expressing fine feeling and taste. Skill follows delight in the thing itself, and technical qualities are reached through effort adequate to clothe a beautiful thought.

Various branches of art education are carried forward, viz: Drawing of plants, flowers, fruits and vegetables in line and color, both for pictorial and decorative purposes. Objects singly and in groups are studied for line, tone and color. Lettering is used in practical ways. Sufficient constructive or mechanical drawing is covered to enable students to make working drawings, or to work from them in wood or other material.

Designs are made, suitable for ornamentation or creation of simple household articles, using both mechanical and plant form units. Color theory as related to pigments and color classification from birds, minerals, flowers, etc., contribute much of interest, while the use of color through crayola, watercolor, and tone relationships in black and white gives practical knowledge of art and methods of work.

Parallel and angular prospectives are developed through the study of buildings, streets, and rectangular objects. One of the most interesting branches of the work is the study of the figure of general proportion and action. The pose usually represents a character suitable for an illustration or a picture.

For the sake of professional acquaintance with the best published helps in teaching art, a rapid review is given of such courses as that of the "Prang," "Parallel," and "School Arts Book."

MUSIC

The course in vocal music is extended throughout the year and is included in both Academic and Professional courses of study. The work embraces the fundamental rudiments, tonation, sight-reading, ear-training, elements of harmony, history of music, and chorus singing. Written class work, consisting of exercises in the different keys, time, chromatics, and ear training, is a strong feature of the course.

The professional work includes a course for the first eight grades, designed to meet the requirements for supervision of music. Special attention is also given to the study of child voice, tone production, ear training, and to songs appropriate for each grade. Suggestions and helps for special and entertainment work also offered.

Exceptional advantages in glee club and quartet work are offered outside the regular courses.

Private lessons, both vocal and piano, are offered at reasonable rates. Regular daily practice hours may be arranged for at the dormitory.

THE BUSINESS COURSE

The Business Course of this school is four years in length. The first two years' work is very similar to that required of academic students, the idea being to thoroughly ground the pupils in the knowledge of the common branches of learning. The last two years are distinctly commercial.

One of the most essential requirements is the ability to write correct English, the ability to render quick, accurate arithmetical calculations, and to spell well.

The work in Bookkeeping requires one year in the Business Course. The aim is to familiarize the student with the general principle of double entry book-

BOOKKEEPING keeping, and with such business forms as are common to ordinary commercial transactions.

Special sets are given in retail grocery business, retail lumber, shipping, commission, jobbing and manufacturing.

SHORTHAND AND TYPEWRITING

The Eclectic and Gregg systems are taught. First Course: Shorthand principles, Shorthand dictation, Orthography, Typewriting two hours a day, Penmanship drill, Punctuation, and Capitalization. Second Course: Shorthand from dictation, Shorthand (speed), Letter Writing, Orthography, Typewriting two hours a day, Punctuation, Capitalization, and Paragraphing. Third Course: Shorthand (speed), Court reporting, Miscellaneous dictation, Office work, typewriting two hours a day, etc. It requires one year to complete the entire course in shorthand.

COMMERCIAL LAW

Twenty weeks are given to this subject. Contract Sales, Negotiable Instruments, Agency, Bailments, Partnerships, Corporations, Insurance, Real Property, and Courts and their Jurisdiction, are the subjects treated from a business standpoint. Gano is used as a text.

HOME ECONOMICS.

ELEMENTARY SEWING

The course consists of: 1. A study of textile fabrics with reference to production, manufacture and methods of detecting the most common adulterations; the development of spinning, weaving, and modern manufacturing processes. 2. Hand and machine sewing and pattern drafting. A complete set of underwear is made from patterns drafted from individual measurements.

Alternates with Freehand Drawing. Five periods a week. 1. Designing and drafting of patterns are continued in this course. Garments are made from original designs, hand

trimming being applied to some. 2. Clothing, household furnishings, and decorations are studied from artis-

ADVANCED SEWING

tic, hygienic and economical standpoints also as to care and cleanliness. Practical applications of color and design are made to household decorations as in stenciling, embroidery, crocheting, etc.

Design taken parallel to course. Five periods a week.

This course consists of a study of the production, manufacture and composition of foods, food principles and their re-

ELEMENTARY COOKING

lation to the needs of the body. Principles and methods of cooking are applied in preparing typical foodstuffs. Fuels, the kitchen and equipment are considered. Attention is given to the cost of foods and the development of skill and efficiency of manipulations.

Prerequisites or parallel subjects: Advanced physiology; general and applied chemistry.

Four periods laboratory and one recitation a week.

ADVANCED COOKERY

More complicated cooking processes are undertaken; marketing; menu making and table service; planning and serving well balanced meals at given cost per capita; invalid cookery, etc.

THE HOUSE

Evolution of shelter, and historical development of the house; domestic architecture sanitation; home nursing.

Prerequisites: Elementary Cookery. Five periods a week.

DOMESTIC ART

Advanced work in drafting, dressmaking, household furnishing and decoration for those desiring to teach in secondary schools.

MANAGEMENT

Treats of various economic problems of the home as: The cost of living, division of family income, organization and division of labor, household accounts, labor saving machinery and devices in the home, etc.

DIATETICS

This course deals with: The chemical composition of the nutriments; the physiological processes involved in nutrition, the relation of the energy requirements of the body, factors modifying and controlling food requirements; applications of principles of nutrition to various individuals under varying conditions of activity; planning and serving properly balanced meals at various costs to suit different types of requirements; diet in health and disease. Five periods a week for one term.

METHODS OF TEACHING HOME ECONOMICS

A study of the methods of teaching these subjects in elementary and secondary schools, the place of home economics in the school curriculum; courses of study; laboratory equipment; planning and presentation of lessons. Observation five periods a week for one term.

Professional Department

SCOPE

That the professional instruction and training should precede teaching in order to reach the best results is now generally accepted. It is the special function of the Professional Department of the Normal to make its students acquainted as far as possible, with scientific and practical pedagogy. To this end the work is directed along these lines:

First—The professional studies of educational psychology, history of education, general pedagogy, methodology and school economics, are studied as separate branches of instruc tion.

Psychology, which is studied with special reference to the teaching process, is eminently practical. History of education, which is brought up to the present, in order to include present school systems, gives breadth of view, and not only enables the learner to avoid the errors of others, but makes him acquainted also with the present status of educational progress.

General pedagogy treats of the principles of education from the learner's point of view, and methodology from the teacher's point of view. How the learner's activities are to be most effectively conditioned, directed, and intensified, is the province of methods. School economy not only discusses the organization and management of a single school, but treats of the duties of school boards, principles and superintendents.

Second—All of the academic work of the school is given a Normal bearing. By so doing, it recognizes the fact that a thorough knowledge of the subject matter of instruction and correct methods of teaching the same, may be acquired simultaneously. As the learner's mind moves progressively from one element of knowledge to another, giving his mental content the best form of expression, it becomes an easy task for the tactful teacher to point out the educational bearing of the methods used as well as the influence of faulty ways of thinking and presenting the subject matter at hand. Moreover, each subject is presented in an elementary concrete form, and its relation to previous topics studied, clearly pointed out. The principles and rules revealed in the most simple forms are shown to be of universal application. Thus the pupil's apperceptive faculty is reached at every stage of his advancement. It is for this reason the work of the Normal is claimed to be the most efficient for both the academic and professional student.

Third—The professional work of the school is presented as an art. The art of teaching is both studied and practiced. It is studied both in theory and by observation; it is practiced both by illustrative teaching and actual practice in the training

school. All these phases of the work are done under expert criticism.

Psychology forms the ground work of pedagogics. All correct educational doctrine and practice rest upon the principles and rules derived from a careful study of this science. The study of Psychology is not only important to the teacher, but to everyone who aspires to general and practical culture. As a disciplinary study it is placed very high, requiring the closest and most persistent application of the student's mental powers. Its practical value is made manifest by fitting the individual for all those occupations wherein it becomes necessary to interpret human nature.

PSYCHOLOGY

In order to cover, in a general way, the subject matter of modern Psychology, and at the same time discuss it, in a continuous, progressive manner, it is thought best to lay out two distinct courses of instruction. While the completeness of this course, as a whole, may be readily seen from the outline, it is not intended, in so short a time, to present anything further than the elements of so vast a field of investigation; but the work must be thorough, and the method used such as to leave in the mind of the investigating student a strong desire for further inquiry.

Course One is upon Physiological Psychology.

1. Experiments involving perception and other mental phenomena.

2. Growth and development of the nervous system.

3. Physiological basis of the various forms of consciousness.

Method—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish

this, all the means at the command of the teacher are employed; explanation, charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in notebooks are required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Psychology, Krohn's Practical Lessons in Psychology, Wunt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Encyclopedia Brittanica, Royce's Outlines of Child Study, etc.

Course Two takes up the subject of Descriptive Psychology.

1. The claims of psychology as a science.

2. Discussion of the most general conception of the mental life.

3. Elements of mental life presented.

4. The developed forms of mental life.

Method—Ladd's Descriptive Psychology is followed as a text. Two hours each week are given to reports upon special topics upon which the pupil is required to write a thesis. The readings required for this purpose are from Sully, James, Mark Baldwin, Tichner, Wunt, Bain, Halleck, etc. The development point of view is taken in the consideration of every mental process. Thus child psychology is made a prominent feature of the course.

The course in methodology comprises the study of the following topics: 1. Man as a learner compared with the lower animals; 2. Education defined; 3. Formal and informal education; 4. Institutional education; 5. Special functions of the school; 6. The organization of experiences through association, thinking, retention and recall, and expression; 7. The

METHODOLOGY

doctrine of voluntary and involuntary attention, apperception, interest, habit and formal discipline, work and play; 8. Periods of development; 9. Functions of ideals in education.

GENERAL METHODS

The nature and definition of teaching. The learner's mental act contrasted with that of the teacher. The essential elements of teaching—the learner, the teacher, and the subject matter.

1. Stages in the Teaching Process Outlined.

1. Preparation of the lesson.
 1. Its aims.

(1) special.
(2) general.

 2. Becoming acquainted again with the subject matter.
 1. As a student.
 2. As a teacher.
 3. Its method.
 1. It should be adapted to the { (1) subject matter. (2) pupil.
 2. Devising the means.
 1. As to the material used.
 2. As to the form used.
 3. As to the devices used.
 3. Thinking over the process.
 1. To become familiar with it.
 2. To be prepared to meet the unexpected.
2. Presentation of the lesson.
 1. The stages.
 1. The approach { (1) reviewing the old. (2) revealing the aim.
 2. The presentation proper
 (1) The revelation of the new
 (2) its expression.
 3. The application { (1) to individual cases. (2) in drill.
 2. The method { (1) general. (2) special.
3. Media of instruction (Bagley).
 1. Intellectual transmission.

1. Language.
 1. Oral discourse.
 (a) Lectures.
 (b) Questions and answers.
 2. Books.
 (a) Text books.
 (b) Reference books.
 (c) Source books.
2. Graphic representation.
 1. Models.
 2. Pictures.
 3. Maps.
 4. Diagrams.
2. Emotional transmission.
 1. Literature.
 2. Pictorial art.
 3. Plastic art.
 4. Music.
 5. Oratory.

4. The various forms of the general method considered.
5. Educational aims, values, and motives. (Ruediger Tichner & Charters).

Bagley's "Educative Process" is followed as a text, and supplemented by O'Shea's "Education as an Adjustment," "Dynamic Factors in Education," McMurray's "General Method," DeGarno's "Essentials of Method," Charter's "Methods of Teaching," etc. Much time is given to illustrative teaching and to outlining lesson plans.

SPECIAL AND INDIVIDUAL METHODS

The course in special methods seeks to apply the principles of teaching, evolved by the course in general methods, to the various branches of instruction. Reading, writing, spelling, arithmetic, language, history, literature, conduct lessons, and art studies are taken up separately. Each is discussed as to nature, value, aim, correlation, course of study, etc., special emphasis being placed upon primary methods. Methods of teaching these branches are presented also from an

historical point of view as well as by illustrative teaching. The following books are followed as texts in this subject:

"Reading in the Public Schools," Briggs & Coffman.

"Orthography," New Mexico Institute Manual, 1912.

"The Teaching of Arithmetic," Davis Eugene Smith.

"Special Methods in Geography," Charles A. McMurray.

"Composition in the Elementary Schools," J. S. Taylor.

New Mexico Institute Manual and Course of Study:

"The Study of History in the Elementary School," Committee of eight.

"Special Methods in Elementary Science," Charles A. McMurray.

The following individual methods are studied from library references:

(1) The Lecture Method.
(2) The Question Method.
(3) The Socratic Method.
(4) The topic Method, etc.

The importance and value of devices are also discussed in this connection.

HISTORY OF EDUCATION

Monroe's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: Educational aims, educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classification-realism and naturalism, scholasticism, etc.

MODERN SCHOOL SYSTEMS

A brief history of the school systems of England, Germany, France, and the United States is required. The present status of these systems is studied. School laws of the states, and especially those of New Mexico, are investigated.

Method—Twelve weeks are given to this branch of professional work. No special text is adopted, there being none that covers the ground. But the students have access to an abundance of material which may be obtained from the reference library. Pupils are required to keep notes of these investigations and subject them to frequent inspection by the instructor.

SCHOOL ECONOMICS

(a) Necessary conditions for a succesful school: (1) Location. (2). School buildings, (3) Apparatus, (4) Furniture, (5) Gradation, classification and course of study, (6) Supervision, (7) School records, (b) The school authorities. (1) The teacher,—his authority, motives, qualifications, duties, advantages, tact, etc. (2) The school board—legal relations to the school and community. (c) The school at work; (1) Study—Aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) Recitation, meaning, aims, requisites, methods. (3) Recreation—regulated—unregulated. (d) School gov ernment: Elements of governing power, (2) Conditions for easy control, (3) Mechanical devices, (e) Moral training. (1) Training of the will, (2) Incentives to good conduct, (3) Punishment, (4) Moral instruction, (5) Material for moral instruction, (6) School hygiene.

Method.—Two methods are employed in the recitations, viz: The discussion of an adopted text and reports upon topics for special investigation. Dutton's School Management is adopted as a text, supplemented by White's discussion of the subject.

OBSERVATION AND PRACTICE

Members of the training class observe and report upon good teaching, serve as helpers, often have full control of the work, take the course of instruction in advance of the pupils, prepare material for future reference, and carefully prepare themselves under the direction of the training teacher.

During the first term, in addition to observation and serving as assistants, the elementary kindergarten gifts and occupations, and the prescribed course for the training school are studied. During the second term occupations and gifts are continued with manual work in weaving, folding and cutting, correlated with numbers. Observation and helping are continued with an occasional recitation conducted under the guidance of the Principal.

Third term, study of manual work, elementary exercises in cardboard construction. Constructive work with a class in the training school, one lesson per day for three periods of six weeks each.

Fourth term, preparation of models for future reference, entire responsibility of one or more classes for at least two weeks. Practice in the preparation of material and apparatus for class work together with features of school management.

Sociology

Sociology is an essential to a complete Normal course. "Sociology is an attempt to account for the origin, growth, structure and activities of society by the operation of physical, vital, and psychical causes working together in a process of evolution." From this definition, sociology is a general science, binding many special sciences together. By a study of this science, therefore, the student will acquire a breadth of scholarship that he would not otherwise possess. The social aim is the highest aim of the school and cannot be fully appreciated without a careful and thorough study of society. Moreover, the school itself is a social unit. It is conditioned and controlled by the same principles as the large unit—the state. If the school is an institution which prepares the individual for society, then it should be made as near like real social life as possible. It is thus that sociology becomes helpful to the professional student.



SUMMER SESSION 1913

CATALOGUE

ALUMNI

Class of 1895

Eckles, Isabel (Grant County Superintendent)..... Silver City

Class of 1896

Bailey, Alice (Mrs. Horace Moses)..... Santa Rita
Biggs, Maud (Mrs. Joe Stratton)..... Santa Rita
Clayton, Addie (Mrs. Mack)..... Bakersfield, California
Schutz Clara (Mrs. Stern) deceased
Upton, Cusie (Mrs. Munson)..... Lordsburg
Warren, Eugene (Insurance) Silver City

Class of 1897

Abraham, Esther (Mrs. B. F. Copp)..... Silver City
Brownell, Lavinia (Mrs. Knapp)..... Phippan, Sask. Canada
Gaddis, Belle (Mrs. W. S. Cox)..... Silver City
Hughes, I. H. (A. B.) Millard School..... Beaumont, Texas
Cain, Ida.....
Hill, Charles (Minister)..... Mt. Sterling, Ohio
Marble, Emma (Mrs. Muir)..... Lordsburg
Moss, Ida (Mrs. Bailey)..... Pacific Grove, California
Swan, Elizabeth (Mrs. De Moss)..... Lordsbgrg
Shelley, May (Mrs. Rice)..... Cliff
Whitehill, Olive (Mrs. Bell) Faywood

Class of 1898

Casey, Edith (Mrs. C. P. Cramer)..... Georgetown
Decker, W. H. (Principal of Schools)..... Altus, Oklahoma
Koch, W. E. (teacher) Benton Harbor, Michigan
Moss, Dolores (teacher).....
Powell, Winifred (Mrs. Shore)..... Los Angeles, California
Rutherford, Laura (Mrs. McDonald)..... Wenden, Arizona
Troy, Olive (Mrs. Miller) deceased.....

Class of 1899

Bayne, A. LeRoy..... Silver City
Casey, Blanche (Mrs. Robert Boulware)..... Silver City
Chenowth, Ivy (Mrs. Bisbee) deceased.....

Cox, Lucy (Mrs. Clark)....Deming
Decker, Myrtle (teacher)....Roswell
Koch, W. E. (advanced course)....Benton Harbor, Michigan
Miller, Cora (Mrs. T. W. Holland)....Cliff
Sowers, Edward (Academic course)....Chicala, Sinoloa, Mexico
Werney, Lillian (Mrs. Pinkham)....Detroit Michigan

CLASS OF 1900

Bayne, A. LeRoy....Silver City
Link, Clarence (teacher)....Los Angeles, California
McGregor, Eva (Mrs. H. T. Petrie)....Honolulu, Hawaii Islands
Osmer, Grace Mrs. Young)....El Paso, Texas
Sipe, Elizabeth (Mrs. Wilson)....Goodnight, Texas
Swartz, Keturah (Mrs. George Mackie)....Brief Washington
Raithel, Barbara (Mrs. Brown)....Deming
Wolford, Miriam (Mrs. Mooney)....Ordway, Colorado

CLASS OF 1901

Crawford, Perry (Mining)....Apartado 30, Mazatlan, Sinoloa, Mexico
Moses, Ben D. (Professor)....Univ. of Cal., Berkeley, California

CLASS OF 1902

Alexander, Dean....Silver City
Cosgrove, Eugene....Silver City
Crawford, Kate (Mrs. Norman Pronger)....Silver City
Eckles, Mary (N. M. N. S.)....Silver City
Gill, Mary (teacher)....Silver City
McGregor, Elsie (teacher)....Albuquerque
Parks, Pearl (Mrs. Metcalf)....Mesilla Park
Page, Edna (Mrs. Reese Herndon)....Fierro
Schutz, Etta (Mrs. Warren)....Los Angeles, California
Tustin, Marie (teacher)....Dwyer
Upchurch, Clara (Mrs. Trevarrow)....Santa Rita
Williams, Mertie (clerk)....Deming
Whitehill, Carrie (Mrs. Joe Stauber)....Silver City
Manville, Lela (N. M. N. S.....Silver City

CLASS OF 1903

Gifford, Douglas (clerk)....El Paso, Texas
Rodgers, Gussie (Mrs. Ralph Ellis)....Clifton, Arizona
Utter, Florence (Mrs. Clyde Jones)....Santa Rita

CLASS OF 1904

Bunker, Alice (Mrs. Blair)....San Jacinto, California
Chenowth, Ola (Mrs. Robert Martyr)....Clifton, Arizona
Fait, Fannie (Mrs. Leake)....Phoenix, Arizona

Geitz, Henry (merchant) Silver City
Wiley, Gertrude (deceased)

CLASS OF 1905

Boone, Aubrey (Mrs. Lawrence Carter) Hurley
Barnes, Inez (Mrs. Tom Westlake) Needles, California
Thwaits, Lucy (Mrs. Leroy Bayne) Silver City
Moore, Irvin Mogollon
Utter, George Silver City
Porterfield, Wilson University of California

CLASS OF 1906

Abraham, Lottie (Mrs. Hill) Silver City
Hagar, Maude (Mrs. Trevarrow) Santa Rita
Cosgrove, Inez (Teacher) Roswell
Light, Frank Silver City
Parks, Mabel (Mrs. James Poe) Mesilla Park
Upchurch, Ludie (Mrs. Frank Hiler) California
Utter, Helen (Mrs. George Gordon) Silver City
Watson, Dorothy Pinos Altos
Young, Lillian (Mrs. John Thompson) Silver City
Legros, Alice (Mrs. Huff) Santa Rita

CLASS OF 1907

Boone, Alma (teacher) Silver City
Barnes, Margaret (Mrs. Ritter) Lordsburg
Crawford, Hazel (florist) Silver City
Colson, Hattie (teacher) Faywood
Cosgrove, Maud, ... Silver City
House, Florence (Mrs. F. W. Doan) Douglass, Ariz.
McGregor, Iana (teacher) Albuquerque
Schutz, Emma Los Angeles, California
Thompson, Eunice (Mrs. Bloodgood) San Lorenzo

CLASS OF 1908

Cumbee, Anna (teacher) Silver City
Haggerson, Edna Silver City
Hughes, Michael Santa Rita
Kirkpatrick, Sidney Santa Fe
Laughlin, Nellie (teacher) Leopold
McCullough, Nannie Silver City
Miuor, Julia
Oakes, Ernestine (teacher) Mogollon
Porterfield, Melvin Silver City
Shoemaker, C. C., Jr. Silver City
Thomas, Mary Silver City
Tidy, Josephine (Mrs. Gene Perigan) Silver City
Wohlgamuth, Barbara (teacher) Douglas, Arizona
Herman, Herbert Globe, Arizona

Class of 1909

Banks, Maggie Silver City
Bartlett, Ruby (deceased)
Lee, Alice (Mrs. Robert Montgomery) Douglass, Arizonia
Oakes, Ernestine Mogollon
Thwaits, Lenore (teacher) Silver City
Watson, Nellie Pinos Altos
Scott, Annie Silver City

Class of 1910

Coon, Stanley Lordsburg
Dawson, Joe Arey
Hoy, Sadie (teacher) Silver City
Kilburn, Hattie Los Angeles, California
Light, Nina (New Mexico Normal) Silver City
Oaks, Ethel (Mrs. Jack Cureton) Los Angeles, California
Upchurch, Eva (teacher) Hillsboro
Williams, Eva (Mrs. William Schutz) Silver City

Class of 1911

Master of Pedagogy

Enloe, E. L. (New Mexico Normal) Silver City

Bachelor of Pedagogy

Haskett, Mary E.
Daley, Clarence
Oliver, Mary C. (New Mexico Normal) Silver City
Miner, Lucy Nellie Webb, Arizona
Howard, Ethel Freeman (Mrs.) Loving
McFarland, W. B. (Principal Public School) Silver City
Gunter, J. B. Belen
Light, Nine Silver City
Doane, Elizabeth S. Wichita, Kansas

General Course

Attebery, Alice Santa Rita

Didactic Course

Johnson, Omah (Mrs. Burton) Clifton, Arizona
Burns, Katherine Clovis
Hoy, Sadie Silver City
Baird, Lucy Letitia Carlsbad
Grumbles, Lulu Engle
Guerrero, Fortunata San Lorenzo
Larson, Lillian (deceased)
Powe, Grace Playas
Roy, Eugina Tucumcari
Sitko, Florence Dawson

PROFESSIONAL ELEMENTARY COURSE

Chenowth, Eula (Mrs. W. M. Stuart) Portal, Arizona
Mauldin, Estella Artesia

ACADEMIC COURSE

Gardner, Albert Hurley
Middleton, Bessie

BUSINESS COURSE

Kirkpatrick, Florence (Mrs. Dawson) Arey

CLASS OF 1912

BACHELOR OF PEDAGOGY

Foglesong, Grace Neva Idaho Falls, Idaho
Boyd, Willis Morgan Columbia University
Todd, Grace Safford, Arizona
Beals, Pattie (Mrs. J. P. Nunn) Lake Nalley
Thwaits, Katie Silver City
Cumbee, Anna Rodeo
Parrett, Emma Elephant Butte
Oakes, Ernestine Mogollon
Manville, Lelia A. (New Mexico Normal) Silver City

GENERAL COURSE

Utter, Livingston Silver City
Ward, William Silver City
Pennewill, Nadine Silver City
Wachenhousen, Shirley Silver City
Sturdivant, Beth Silver City

DIDACTIC COURSE

Foote, May Marguerite Silver City
Greenburg, Elsie Frederico Alamogordo
Bonham, Violet Irvin Deming
Barnet, Florence
Wright, Jennie (Mrs) Hope, New Mexico
Thwaits, Katie Silver City

PROFESSIONAL ELEMENTARY COURSE

Johnson, Edna Carlsbad
Johnson, Ruth Redrock
Campbell, Deatron Clovis
Chenowth, Francis Portal, Arizona
Cooper, Allie Mae Mogollon

ACADEMIC COURSE

Downey, Julian Berkley, California
Siler, Louise Salem, North Carolina
Gouin, Frank (Student State University) Silver City
Bartlett, Phillip Silver City

Business Course

Chapman, Alice Tucumcari
Dimmick, Hazel Silver City

Class of 1903

Master of Pedagogy

Griffin, Virgil Lafayette
Gunter, John B Belen
Young, Lizzie R Pinos Altos

Bachelor of Pedagogy

Anderwerth, Emma Belen
Austin, Mary Bassinger
Ballantyne, Mary Gordon Taiban, New Mexico
Card, Catherine Silver City
Cramer, Clarence S. Springer
Calkins, Helen M. (New Mexico Normal) Silver City
Dunn, Myrtle Hurley
Gage, Alice Angell Cerrillos
Guerrero, Fortunate San Lorenzo
Grumbles, Lulu Engle
Larson, Lillian, (deceased)
Leahy, Willie Chehalis, Washington
Marriott, Ina San Marcial
Phillips, Glen Fierro
Powe, Grace Playas
Pausch, Oliver Woodbridge Deming, New Mexico
Oakes, Muriel Mogollon
Woodside, Katherine Greenberg Three Rivers

Didactic Diploma

Beals, Carolyn Dwyer
Cureton, Elsie Cliff
Freckman, Beth Central
Franzen, Lillie Gallup
Hadder, Olive Roswell
Hayden, Lee Robert San Diego, California
Wiseman, Elba Victor Dexter

Elementary Professional Diploma

Comer, Bessie Deming
Cumbee, Elenora Silver City
Goodner, Claribell San Marcial
Waggoner, Nora House
Walker, Jean Central

General Diploma

Blackwell, John	Silver City
Blackwell, Milton	Silver City
Douglas, Leo (Albuquerque Business College)	Albuquerque
Ede, Martha Butler	Deming
Goebel, Marguerite Julia	Deming
Hodges, Joseph (Washington & Lee Univ.)	Lexington, Virginia
Prevost, Otto	White Signal

Business Course

Elfie Cordelia Smith	Silver City

Special Students

Allen, Grace	Raton
Bayne, Mrs. LeRoy	Silver City
Calkins, Helen	Silver City
Cartmill, Mrs. Clara	Rincon
Eckles, Mary	Silver City
Eckles, Isabel	Silver City
Enloe, Mrs. E. L.	Silver City
Forsyth, Jean	Silver City
Fergusoe, Mrs. Robert Munro	Silver City
Geyer, Howard	Rock Falls, Illinois
Gill, Mary	Silver City
Hathaway, Vera	Mimbres
Hardin, Guida	Amisted
Hardin, Mrs. Mary	Amisted
Hooker, Joe	Silver City
Irvin, Mrs. W. F.	Elida
Jackson, Myrtle	Nardoff, California
Kroger, Vaud	Lakewood
Light, Nina	Silver City
Lloyd, Kenyon	Fort Bayard
Martin, Mary	Elephant Butte
Manville, Lela	Silver City
Moorman, Lucy	Silver City
Moorman, Mrs. Joan	Silver City
Morton, Fell	White Signal
Oliphant, Mary	Northboro, Iowa
Oliver, Mary	Silver City
Ozanne, Adeline	Santa Rita
Prescott, Mrs. C. V.	
Redfield, Ruby	French
Rieder, Fritz	Wichita, Kansas
Schafranka, Ella	Silver City
Shepherd, Willie	Silver City
Thomas, Mary	Silver City

Thwaits, Lenore	Silver City
Wachenhausen, Shirley	Silver City
Willison, Fern	Roswell
Walton, Lou	Silver City
Wammack, Louis	Hurley

Business Students

Ferguson, Lila	Hillsboro
Grimes, Florence	Silver City
Lopez, Philla	Silver City

Training Department

Ninth Grade

Armstrong, Turner	Tyrone
Brumback, Lillian	Silver City
Bullock, Elinor	Silver City
Culberson, Victor	Fierro
Downes, Edward	Silver City
Hull, Zora	Hatch
Hodge, James	Tucumcari
Jevnager, Roy	Central
Jevnager, Clara	Central
Marshall, Flora	Silver City
Reiling, Mary Douglass	Silver City
Rose, John	Silver City
Salazar, Miguel	Belen
Stockland, Robert	Silver City
Tullock, Vallie	Silver City

Eighth Grade

Alexander, Mayme	Silver City
Agee, Frederick	Silver City
Baker, Mary Elizabeth	Douglass, Arizona
Beals, Overton	Silver City
Bullock, Earl	Silver City
Burdett, Hazel	Silver City
Card, Albert	Silver City
Hay, Marguerite	El Paso, Texas
Hay, Monte Lee	El Paso, Texas
Hull, Julia	Hatch
Johnson, Wesley	Silver City
Long, Clarence	Tucumcari
McGaw, Edward	Silver City
Murray, Hazel	Silver City
Robertson, Vina	Silver City
Schiff, Max	Silver City

Turner, Allyn	Silver City
Weatherwax, Dora	Silver City
Wilson, Ruth	Silver City

Seventh Grade

Angle, Richard	Silver City
Agee, Elinor	Silver City
Carter, Theo. Jr.	Silver City
Crawford, Margaret	Silver City
Dimmick, Ileta	Silver City
Downes, Winifred	Silver City
Englehart, Lehnhart,	Silver City
Heidinger, Mildred	Silver City
Hirsch, Cora	Silver City
White, Ethel	Silver City
White, Thomas	Silver City
Wilson, Ruby	Silver City

Sixth Grade

Bullock, Theo.	Silver City
Bush, Frederick	Silver City
Burdette, Lucile	Silver City
Burnside, Catherine	El Paso, Texas
Burnside, John	El Paso, Texas
Franks, Randolph	Silver City
Holman, Thomas	Silver City
Holman, Wilson	Silver City
McHale, Byron	Silver City
McLaughlin, Margaret	Silver City
Piersoll, Percy	Silver City
Pinkerton, Betty	Silver City
Robertson, Ruth	Silver City
Rodenbough, Elizabeth	Silver City
Sloan, Lee	Silver City
Walton, William	Silver City
Wiley, Alice	Silver City
Wilson, Olive	Silver City
Finley, Rozzelle	Silver City

Fifth Grade

Agee, Mary	Silver Ciiy
Borenstein, Rachel	Silver City
Boyd, Olin	Silver City
Franks, Juanita	Silver City
Glosbrenner, Irene	Silver City
Heather, Mary	Silver City

Holson, Tom	Silver City
Johnson, Wade	Silver City
Powell, Alice	Silver City
Sloan, Lloyd	Silver City
Smith, Gladys	Silver City
Tullock, Henry	Silver City

FOURTH GRADE

Agee, Walter	Silver City
Boone, Roberta	Silver City
Boone, Stephen	Silver City
Brumback, Mary Louise	Silver City
Davis, Lloyd	Silver City
Gilbert, Gwenneth	Silver City
Goodell, Mary Jane	Silver City
Heidinger, Malcom	Silver City
Holson, Francis	Silver City
Jackson, Rufus	Mt. Pleasant, Tennessee
Peters, Rafael	Silver City
Pinkerton, Jack	Silver City
Thwaits, Arthur	Silver City
Tullock, Ethel	Silver City

THIRD GRADE

Baldwin, Whittier	Silver City
Bullock, Margaret	Silver City
Burgess, Lillian	Silver City
Bush, Burchard	Silver City
Cosgrove, Burton	Silver City
Franks, Alvin	Silver City
Foster, Arthur	Silver City
Gudger, Muriel	Silver City
Dorsey, Amory	Silver City
Herndon, Rees	Silver City
Moore, William	Silver City
McLaughlin, Billy	Silver City
Peterson, Arthur	Silver City
Piersol, Madison	Silver City
Porterfield, Ann Elizabeth	Silver City
Powell, Robert	Silver City
Rodenbough, Lawrence	Silver City
Robertson, Vida	Silver City
Schutz, Max	Los Angeles, California
Reiling, Gilbert	Silver City
Thwaits, Earl	Silver City
Young, Beattie	Simmonsville, North Carolina

Second Grade

Borenstein, Abe	Silver City
Boulware, Hodge	Silver City
Brewer, Beatrice	Silver City
Cochran, Wilson	Silver City
Copp, Franklin	Silver City
Dimmick, Clinton	Silver City
Gilbert, Hugh	Silver City
Heather, Ruth	Silver City
Jevnager, Alice	Silver City
Kimbro, Ina Evelyn	Silver City
Lowe, Isabel	Silver City
Robertson, David	Silver City
Vesely, Vincent	Silver City

First Grade

Agee, Helen	Silver City
Alexander, J. C.	Silver City
Burford, Ruth	Silver City
Carter, Bodessa	Silver City
Cosgrove, Eugene	Silver City
Franks, Lola Bell	Silver City
Herndon, John Page	Silver City
Heidinger, John	Silver City
Jevnager, Dorothy	Silver City
Kimbro, Hugh	Silver City
Moore, Margaret	Silver City
Powell, Jack	Silver City
Wilson, Ellen	Silver City

Kindergarten

Anderson, Margaret	Silver City
Cochran, Charles	Silver City
Hill, David	Silver City
Thwaits, Raymond	Silver City
Wilson, Louise	Silver City

Correspondence Students

Milsap, J. A.	Wagonmound
Hyland, Ruth	Telles
Foster, Thresa	Mogollon

Gregg, Edith M.	Las Cruces
Penix, Bert	Lakewood
O'Brien Isabel	Springer
Davis, J. F.	Angus
Penix, Belle	Corona
Cramer, C. S.	Springer
Broadhead, Ruth	Pinos Altos
Long, Hilda	Lloyd
Maxwell, Maud	Reserve
Reilly, Hazel Belle	Fairview
Anaya, Genevieve	Bernalillo
Goodner, Claribel	San Marcial
Price, Mae	Hurley
Bordenave, Adele	Pajarito
Kays, W. A.	Moriarity
Hardin, Mary L.	Amistad
Huff, Inez	Santa Rita
Harris, Eva H.	Pearl
Smith, H. W.	Magdalena
Irving, Belle	Obar
Sellards, Mrs. D. K.	Steins
Horton, Fay	Santa Rita
Peters, Mildred	Carrizoza
Rhea, Ruby	Albuquerque
Whitaker, Leman	Nara Visa
Everest, Mrs. Josephine	Maxwell
Rain, H. H.	Adelino
Robertson, Captolia	Steins
Johnson, Myrtle	Steins
Foglesong, Fern	Idaho Falls, Idaho
Block, Virgie	Estancia
Niccum, Effie R.	Silver City
Walker, Evelina	Tucumcari
Stephens, Mary	East Vaughn
Breeding, Ida	Columbus
Thompson, Ethyl	Mountainair
Tickner, Edith	White Oaks
Hammitt, J. R.	Santa Fe
Nave, Mrs. J. C.	Monticello
Broyles, Roma	Quanah, Texas
Green, Roy	Des Moines
Willison, Fern	Roswell
Maxwell. Mrs. C. D.	Carne
Sanchez, Moises	Vaughn
Sanchez, J. R. S.	Bernardo

Enrollment 1913—14

Five Years or More

Carter, Vera W. Mimbres
Jones, Mary Silver City

Four Years or More

Allen, B. B. House
Crawford, J. R. Folsom
Edwards, Olga Silver City
Jackson, E. E. Aztec
Norcop, Maurice Separ
Price, Mae Hurley
Robertson, Frances Silver City
Teed, Mabel Alamogordo
Willison, Fern Rosewell
Irvin, W. F. Elida

Three Years or More

Boone, Carrie Silver City
Coffy, Raymond Silver City
Crawford, Louise Silver City
Dimmick, Myrtle Silver City
Gardener, George Silver City
Laycock, Florence Nara Visa
Pennewill, John Silver City
Randolph, Edith Orchard Park
Graham, Rose Graham

Two Years Work or More

Bigbee, Flossie Encino
Bennett, Lucile Three Rivers
Dimmick, Ellen Santa Rita
Dunlop, Lynn Stockdale, Texas
Fleming Asa Silver City
Frieje, Julia Rincon
Gouin, Gerald Silver City
Hodges, Lottie Tucumcari
Hooper, Ruth Silver City
Jones, Bertha Silver City
Kroeger, Vaud Lakewood
Light, Charles Silver City
Marriott, Mary Florence Silver City
Ozane, Margaret Santa Rita
Plues, Genevive Silver City
Rosenfeld, Fred Silver City

Robertson, Milton	Silver City
Tippets, Fred	Franklin, Arizona
Thomason, Clyde	Fort Bayard
Thwaites, Fannie	Silver City
White, Bessie	Silver City

One Year or More

Angle, Katherine	Silver City
Barber, George	Lincoln
Card, Amy	Silver City
DeBerry, Zetha	Hachita
Dimmick, Ariel	Silver City
Finley, Lucy	Silver City
Latham, Mae	Lake Valley
Nink, J. J.	Santa Fe
Norcop, Patrick	Separ
Overstreet, Frank	Ft. Sumner
Reiling, Eva	Silver City
Reiling Mable	Silver City
Schoonmaker, Jessie	Silver City
Schiff, Clara	Silver City
Stephens, Edward	Pines Altos

Less Than One Year

Craig, Mary	Albuquerque
James, Celeste	Mogollon

Summer School Roll for 1913

Adkins, T. H.	Chicago, Illinois
Anderwerth, Emma	Belen
Ames, Anna	Cerrillos
Anaya, Genevieve	Bernalillo
Armstrong, Lucile	Santa Rita
Armstrong, Mabel	Santa Rita
Austin, Mrs. Mary	Douglass, Arizona
Barber, Bernice	Lincoln
Ballantyne, Mrs. Mary	Taiban
Ballantyne, Alex	Taiban
Barnett, Florence	Taiban
Baumester, Mrs. George	Mesilla Park
Beals, Carolyne	Dwyer
Beals, Mrs. Ida M.	Lake Valley
Berry, Alice	House
Breeding, Ida	Columbus
Broadhead, Ruth	Pinos Altos
Bigbee, Ida	Negra

Brockway, Hane	Ft. Stanton
Brown, Pearl	Montoya
Burrows, Leah	Roswell
Calkins, Helen M.	Silver City
Cannon, Wilmoth	Canutillo, Texas
Carter, Mrs. Aubry	Hurley
Card, Catherine	Globe, Arizona
Cassat, Grace D.	Albuquerque
Chapman, Margaret	Tucumcari
Chapman, Nell	Columbus
Coffey, Essie	Montoya
Coffey, Raymond	Silver City
Coffin, Rebeka	Hondale
Colton, Lillie E.	Aztec
Comer, Bessie	Deming
Cox, Abe L.	Clovis
Crochett, Elcie	Deming
Crochett, Stella	Deming
Cumbee, Anna	Silver City
Cox, Mrs. R.	Weed
Cramer, C. S.	Springer
Crawford, J. R.	Silver City
Croom, Abbie	Playas
Crochett, Allen	Deming
Cumbee, Elenor	Silver City
Cureton, Elsie	Cliff
Davis, Grace	Mogollon
Davis, Mary	Organ
DeBerry, Zetha	Hachita
Dodgen, Jewell	Alamogordo
Dobson, Viola	Rodeo
Dunagan, Jewell	Animas
Dunlap, Lynn	Silver City
Dumenil, Leslie	San Marcial
Dunn, Myrtle	Hurley
Duer, Olive	Belen
Douglas, Corte	McIntosh
Douglas, Earl	Aztec
Douglas, Leo	Albuquerque
Eastwood, Bell	Des Moines
Eckard, Sallie	Pinos Altos
Ede, Martha	Deming
Edwards, Olga	Silver City
Ehrenstein, Celia	Kelly
Ehrenstein, Edwina	Kelly
Elliot, Lisse	Tiaban
Elliott, Rhoda	Rincon

Evans, Grace	Clayton
Evans, Victoria	Deming
Farrell, Elizabeth	Canutillo, Texas
Farrall, Nannie	Loving
Fitzgerald, R. S.	Lordsburg
Fitzhugh, Hettie Lee	Clovis
Floyd, Mrs. Elizabeth	Raton
Foglesong, Fe rne	Idaho Falls, Idaho
Forwood, Amelia	Las Cruces
Foster, Thresa	Mogollon
Forbes, Ethel	Clovis
Franzen, Lillie	Gallup
Freckman, Beth	Central
Frederickson, Laurine	Silver City
Gage, Alice	Cerillos
Gault, Ruth	Tucumcari
Garvin, Blanche	Nogal
Geyer, Howard	Rock Falls, Illinois
Gill, Mary	Silver City
Goebel, Marguerite	Deming
Gonzales, Carolina	Canyon
Goodner, Carolina	San Marcial
Gore, Evelyn	Alamogordo
Grainey, Margaret	Silver City
Gregg, Mrs. Edith	Las Cruces
Green, Roy	North Des Moines
Griffin, V. L.	Clayton
Grimes, Florence	Silver City
Grumbles, Lulu	Engle
Guerrero, Fortunata	San Lorenzo
Gunter, J. B.	Belen
Gunter, Mrs. J. B.	Belen
Gustorf, Margaret	Aztec
Gustorf, Mrs. Maggie	Aztec
Hadder, Olive	Roswell
Hamilton, Mary	Deming
Hankins, Sadie	Mesilla
Hanner, Rita	Santa Rita
Harris, Eva	Pearl
Hartman, Ruth	Aztec
Hayden, Lee Robert	Clovis
Hitchens, Janie	Lordsburg
Hayden, Zura	Clovis
Holland, Marvin	Alma
Horton, Fay	Santa Rita
Hoy, Sadie	Silver City
Hudiburgh, Joanna	Carlsbad

Hudiburgh, Mariatte	Carlsbad
Hunter, Georgia	Alamogordo
Hutchinson, Leah	Columbus
Jackson, Alice	Springer
Jackson, E. E.	Aztec
Jackson, Ruth	Aztec
Jones, Bertha	Silver City
Jones, Fannie	Silver City
Jones, Ola	Kenna
Jones, Retta	Kenna
Johann, Ethel	Obar
Iohnson, Emma	Raton
Johnson, Ruth	Lordsburg
Keeler, Alleene	Albuquerque
Kinney, Elizabeth	Lake Valley
Krebaum, Alice	Hachita
Laughlin, Nellie	Tyrone
Lea, Vester	Hassell
Laycock, Florence	Nara Visa
Leahy, Willie	Ghahalis, Washington
Lee, Mary	Leopold
Lee, Mrs. R. E.	Las Cruces
Lewis, Vera	Canutillo, Texas
Long, Beryl	Deming
Lopez, Pedro	Maxwell
Lugibihl, M. R.	Hagerman
Lugibihl, Mrs. M. R.	Hagerman
McAdams, Phebe	Bent
McDaniel, Rita	Alamogordo
McLean, Emily	Lake Valley
Mace, Mrs. J. R.	House
Marriott, Ina	San Marcial
Marriott, Mary Florence	Silver City
Martin, Bess	Aztec
Marrufo, Atilana	Deming
Martinez, Perfecto	Embudo
May, Bessie	Silver City
Metcalfe, Mary	Silver City
Monroe, Mary	Portales
Morrill, D. B.	Monticello
Nelson, Alice	Miami
Nelson, Mrs. C. H.	Lakewood
Nesbit, Gladys	Las Cruces
Nink, J. J.	Silver City
Norcop, Maurice	Separ
Oakes, Ernestine	Mogollon
Oakes, Muriel	Mogollon

O'Brien, Isabell	Springer
Orin, Verna	Raton
Overstreet, Frank	Ft. Sumner
Page, Laura	Animas
Page, Mary	Columbus
Parker, Helen	Obar
Parker, Mrs. R. L.	Columbus
Penix, Bert	Corona
Peters, Mildred	Carrizozo
Phillips, Ethel	Ft. Stanton
Phillips, Glen	Fierro
Phillips, J. M.	Hondale
Pohl, Lillian	Belen
Powe, Grace	Playas
Prather, Myra	El Paso, Texas
Prevost, Otto	White Signal
Price, May Elizabeth	Hurley
Quintana, Cristoval	Taos
Rabb, Gertrude	Roswell
Ramirez, Elvira	Bernardo
Ramirez, L. S.	Puerticito
Randolph, Edith	Orchard Park
Reilly, Hazel	Fairview
Reiff, Beulah	Dexter
Robbins, Mrs. D. S.	Deming
Roberts, A. N.	Lordsburg
Robertson, Capitola	Steins
Robertson, Frances	Silver City
Robbins, Nellie	Pinos Altos
Roberts, Nina	Lordsburg
Romero, Antonio	Trampis
Romero, Nimfa	Las Lunas
Romero, Pearl	Las Lunas
Runyan, T. I.	McAlister
Sanchez, Adelino	Adelino
Sanchez, Eliseo	Belen
Sanchez, J. R. S.	Belen
Sassin, Noamia	Lakewood
Sellards, Mrs. D. K.	Steins
Scarbrough, J B.	House
Scarbrough, J. S.	House
Scarbrough, May	House
Scarbrough, Kate	Lordsburg
Scarbrough, Rera	House
Scott, Lillian	Las Lunas
Shotwell, Caroline	Alamogordo
Sloan, Corine	

Smiser, Laura	Alamogordo
Smith, Lillie	Steins
Standifer, T. A.	Avis
Stemple, Amor	Tipton
Tippets, Fred	Silver City
Tipton, Bessie	Watrous
Tipton, Mary	Watrous
Trimble, Mrs. M. E.	Deming
Trowbridge, Rhynette	Deming
Tutwiler, W. T.	Las Cruces
Thwaites, Fannie	Silver City
Upchurch, Eva	Silver City
Utter, Livingston	Silver City
Vigil, Victor	Trampis
Waggoner, Nora	House
Waggoner, Ottie	Tolar
Walker, Elva	Tucumcari
Walker, Jean	Central
Wall, W. F.	Nara Visa
Wall, Mrs. W. F.	Nara Visa
Walton, Minnie	Organ
Watkins, May	Silver City
Willis, Mrs. W. V.	Anniston
Willison, Ferne	Roswell
Wilkinson, Rita	Santa Rita
Winn, Mae	East Las Vegas
Wilsey, Rhea	Belen
Whitaker, Leman	Nara Visa
White, Etta Russell	Elephant Butte
White, Bessie	Silver City
Wisdom, Bessie	Cerrillos
Wise, G. T.	Ruth
Wise, Pearl	Taiban
Wiseman, G. T.	Dexter
Witt, Georgia	Carlsbad
Witt, Pattie	Carlsbad
Wright, Inex	Lordsburg
Wright, Ollie	Dexter
Woodside, Katheryn	Three Rivers
Yadon, Myrtle	Lovington
Young, Pansy	Deming
Young, Susetta	Aztec
Zeigler, Ruth	Belen

SUMMARY

Alumni		218
Regular Students	59	
Special Students	39	
Business Students	3	
Training School	143	
Correspondence Students	48	
Summer School	252	544
Total Catalogued		762

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